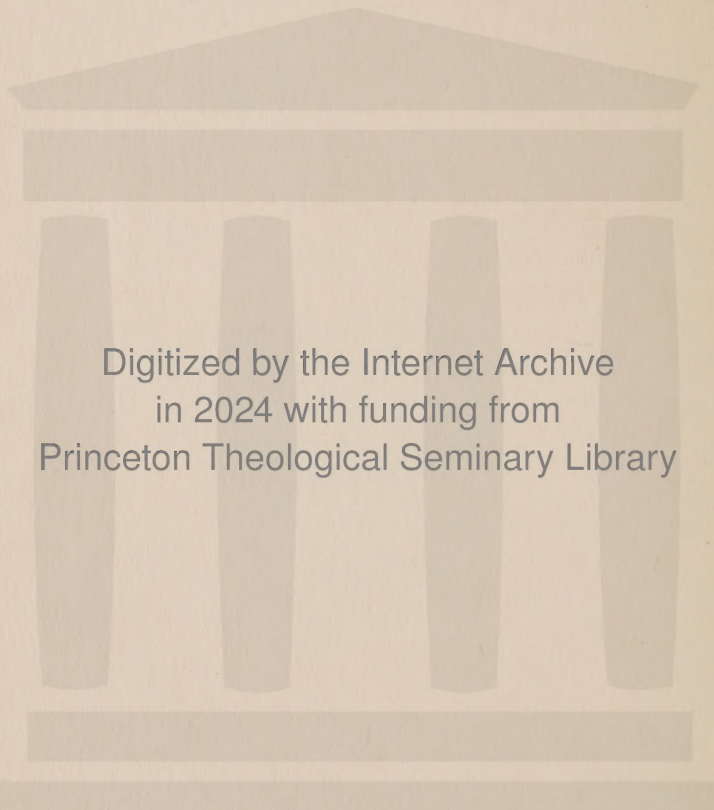


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HOWARD UNIVERSITY

The Capstone of Negro Education

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HOWARD UNIVERSITY

The Capstone of Negro Education

A History: 1867-1940

✓
BY WALTER DYSON

Professor of History

HOWARD UNIVERSITY



THE GRADUATE SCHOOL HOWARD UNIVERSITY

Washington D C

1941

ADDRESS Box 275

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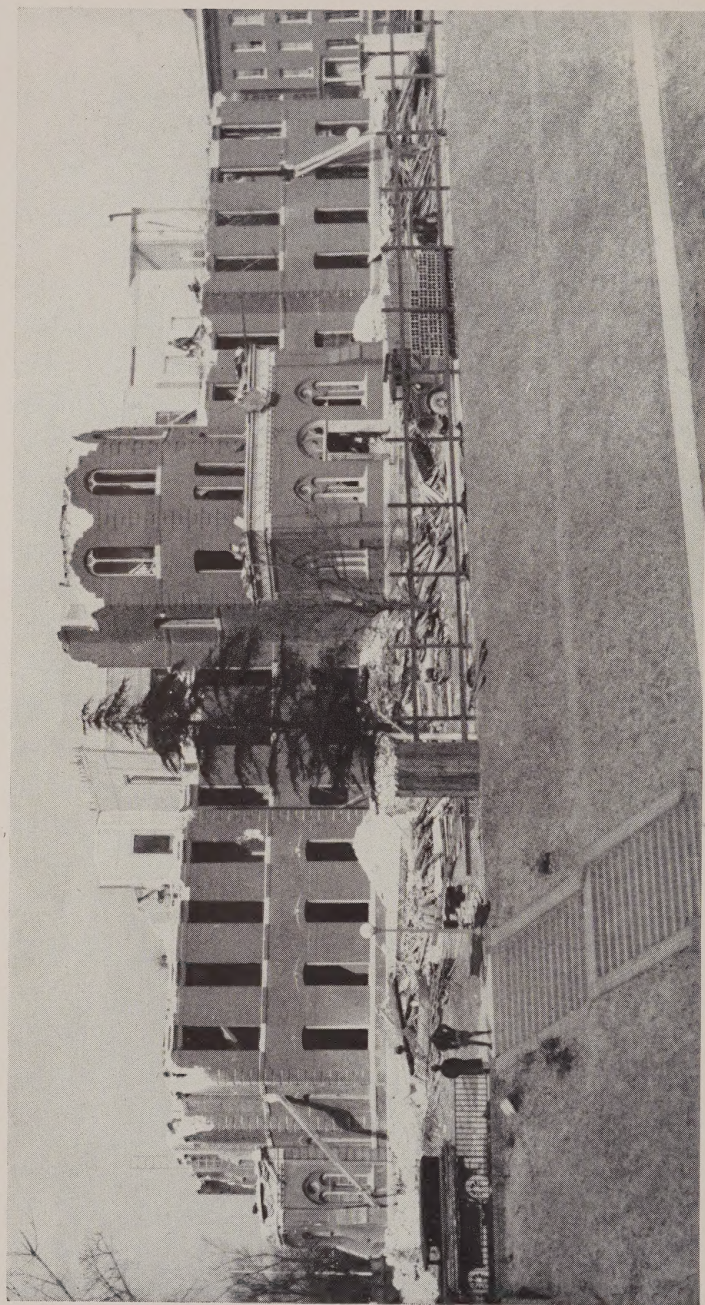
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First Edition

THIS BOOK IS A SOUVENIR OF THE 75th ANNIVERSARY
OF THE FOUNDING OF HOWARD UNIVERSITY

March 2, 1867-March 2, 1942

PRINTED IN THE UNITED STATES OF AMERICA



THE OLD ORDER CHANGES
The Main Building, erected in 1868, being razed in 1936

To
THE ALUMNI AND STUDENTS
OF
HOWARD UNIVERSITY

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Map showing boundary of original property of Howard University

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Foreword

A narrative, factual history of Howard University has not been written, notwithstanding the fact that from the beginning of the University there has been a deep and abiding interest in its history.

On June 20, 1867, less than two months after the opening of the school, the Board of Trustees appointed a committee to write its history. No evidence of this committee's work has been found. The first reports, however, of the first deans and heads of the various departments of the University are historical in nature. About four years after the opening of the school, the United States Commissioner of Education published an account of its founding in a *Special Report of the Commissioner of Education 1871*. The next year the faculty of the College spread upon its minutes a history of the College prepared by a committee of the faculty. But it was twenty-four years later before President William Weston Patton and President Jeremiah Eames Rankin published their pamphlet on the University as a whole. In 1906 Dean John Louis Ewell published a history of the Theological Department, in which he incorporated a short account of the Theological Department written by Dean James Jeddes Craighead in 1879. At the request of the faculty of the School of Medicine, a valuable source book for the history of Howard University in general and for the School of Medicine in particular was edited by Daniel Smith Lamb, a professor in the School of Medicine, and published in 1900. It is entitled *Howard University Medical Department*. Eighteen years later Dwight O. W. Holmes published *Fifty Years of Howard University*. These are all interesting accounts of the University but incomplete. An adequate history of Howard University has not been written.

Fortunately the sources for such a history, although scattered and in many instances corrupted or interpolated or deleted, are numerous. It is the aim of the author of this book to preserve in it many of these sources or at least to preserve long excerpts from them and, at the same time, to furnish a narrative, fac-

tual account of the University as a whole. This is in some respects a documentary history of Howard University.

To the following persons who have aided in the progress of this work in its various stages, I am deeply indebted: to the many students, alumni and teachers of the University—especially to John Lovell, Jr., who read the entire manuscript; to the deans, directors and registrars of the University and their respective staffs; to the late Edward L. Parks, treasurer, and Clarence E. Lucas, his assistant; to the former treasurer, Emmett J. Scott and staff; to Virginus D. Johnston, treasurer of the University, and Luther H. Foster, budget officer; to James M. Nabrit, Jr., secretary of the University, for placing at my disposal many photographs of the buildings, etc., of the University; to the following members of the Department of History of Howard University for valuable suggestions: Charles H. Wesley, Rayford W. Logan, Harold O. Lewis, Williston H. Lofton and William L. Hansberry; to the Library of Howard University for invaluable assistance; to the Library of Bowdoin College, Brunswick, Maine, in which are the private letters and papers of General O. O. Howard; to the Public Library of Burlington, Vermont, in which are newspapers containing rare articles concerning O. O. Howard; to *The Afro-American*, Baltimore, Maryland, *The Morning Post*, Washington, D. C., *The Evening Star*, Washington, D. C., *The Times-Herald*, Washington, D. C., *The New York Tribune*, New York City,—to these papers for the permission to reprint articles carried in them; to Harry S. Howard of Burlington, Vermont, the only surviving son of O. O. Howard, for valuable suggestions and information; to Margaret E. Thomas, stenographer and typist, and to my wife, Mary Peyton Dyson, for helpful assistance in general.

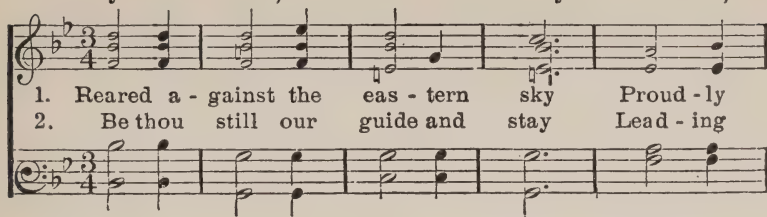
WALTER DYSON

Howard University
December 16, 1940

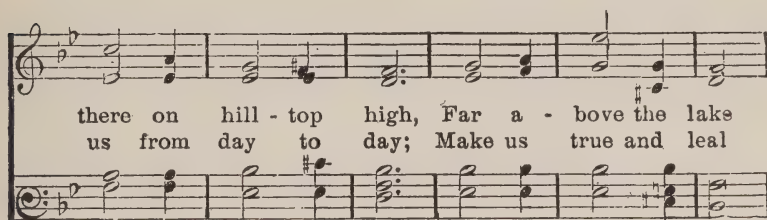
HOWARD UNIVERSITY—*Alma Mater*

Words by J. H. Brooks, '16

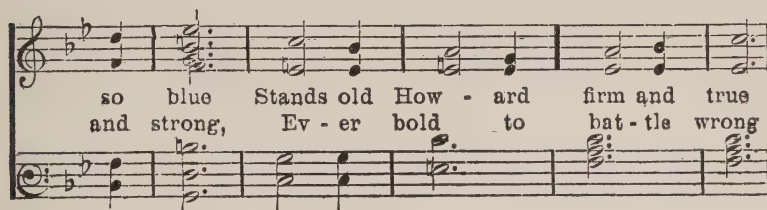
Music by F. D. Malone, '16



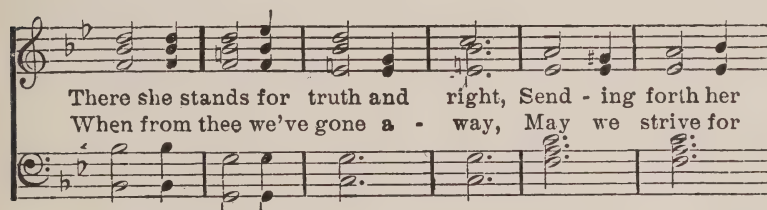
1. Reared a - gainst the eas - tern sky Proud - ly
2. Be thou still our guide and stay Lead - ing



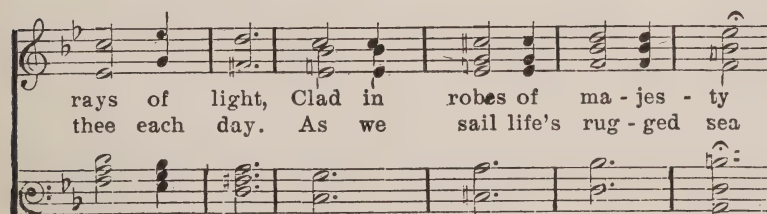
there on hill - top high, Far a - bove the lake
us from day to day; Make us true and leal



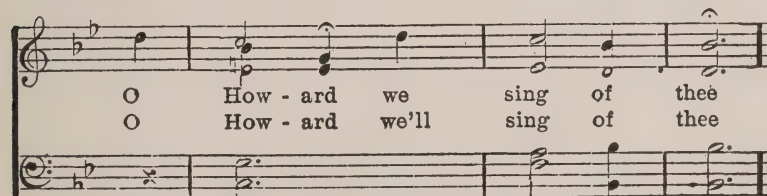
so blue Stands old How - ard firm and true
and strong, Ev - er bold to bat - tle wrong



There she stands for truth and right, Send - ing forth her
When from thee we've gone a - way, May we strive for



rays of light, Clad in robes of ma - jes - ty
thee each day. As we sail life's rug - ged sea



O How - ard we sing of thee
O How - ard we'll sing of thee

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HOWARD UNIVERSITY COLORS

"A communication was received from members of the Medical Department, suggesting certain colors for the University, in order to have uniformity, etc. It was unanimously voted by the Board that the colors of the American Flag, known as 'Old Glory,' be adopted."¹

¹*M. of B.*, January 16, 1894, p. 389. No record has been found that the red in the American flag was dropped officially. The colors at present are blue and white.



Courtesy Evening Star, Washington, D. C.

Oliver Otis Howard

I. *Oliver Otis Howard*

"It seemed too much like war." This was Mrs. Waite's only criticism of her daughter's wedding. Elizabeth was a charming bride, "appropriately dressed." But with Otis, the bridegroom, "dressed in full uniform with sash and belt," — it seemed too much like war to the anxious, widowed mother. Elizabeth and Otis were married in the "comfortable home" of the Waites on Chatham Street, Portland, Maine, February 14, 1855.¹

And was it not a fact that, for a quarter of a century, young Howard had been preparing for war? Inclined at first to practice law,² then to preach,³ he was all the while being prepared by fate,⁴ as it were, for war. His wedding was but another step in that direction. To his country, he added a home to protect.

For war or for peace, he was well prepared. His body was strong; his will and industry were typically Yankee; his spirit was that of the Pilgrim Fathers. Furthermore, his strength was greater than that of one less grateful and less devout.

Probably one secret of his strength was the place of his birth. "No section of our country could have given us such a man as General Howard," said Frederick Douglass, "except the place of his birth. . . ."⁵

He was born in Maine, November 8, 1830. In the light of Douglass' statement, it is a significant fact that Maine is unique in the beauty and grandeur of her natural scenery and that General Howard was deeply inspired by the beautiful in nature. It is also, in the light of the Douglass statement, a significant fact that the people of Maine have always been a God-fearing people, remarkable in their devotion to the public welfare and to social service on a large scale. Howard was a social servant. In this connection it is interesting to know that Maine, accord-

¹Oliver Otis Howard, *Autobiography*, I, 66.

²*Ibid.*, 41.

³*Ibid.*, 91.

⁴*Ibid.*, 40-41.

⁵*New Era*, Washington, D. C., March 31, 1870.

ing to legend, is the gift of a social servant,—the land of Gooskap.

Gooskap was “the great spirit,” “the great magician,” “the creator of all things.” For his people, so the story goes, Gooskap fashioned the Pine, the Birch, the Hemlock, the Crab, the Lobster, the Fish, and all creeping things. He transformed unsocial Indians, selfish men, into these things. Thus selfishness he made to serve his people. Hither and thither he scampered through his kingdom on errands of social service, drawn by his faithful squirrels. In his scalp-lock, we are told, were a hundred feathers, red and black; his face like blood was painted; green rings were around his eyes; from each ear a big clam shell dangled; and from the back of his neck, an eagle flapped its mighty wings—awful to behold. Finally, he loosed the waters from the mountain and washed the fish into the sea. Whereupon he departed, and gave Maine to the world. Thus the Indians of the Androscoggin Valley told the story.⁶ Howard’s place of birth was a place whose chief legend was a legend of social service.

Howard was born in Leeds.⁷ Leeds is in a beautiful section of Maine about 130 miles from Mount Katahdin, the apex of the state. Katahdin, a little northeast of the center of Maine, is more than 5,000 feet above the sea. From Katahdin the state, like a huge pyramid, slopes primarily in three directions—to the northwest, to the northeast, and towards the sea. Leeds, sixty miles inland, is on the seaward slope, in the beautiful valley of the Androscoggin, which, foaming, falling, dashing,—yet sometimes sluggish, joins the Kennebec just before emptying into the sea. Leeds is between these two rivers, surrounded by lakes. It is indeed a beautiful region. And before the mill-wheel and log-jams destroyed much of the beauty of the falls and lakes and landscape in general, it was a far more lovely spot.⁸ To the west and northwest the White Mountains of New Hampshire are seen; to the east and southeast the land is rolling, while at your feet the sky lies mirrored in the many

⁶This legend has been quoted and paraphrased from N. H. Dole and I. L. Gordon, *Maine of the Sea and Pines*, p. 2 *et passim*.

⁷*Military Order of the Loyal Legion of the United States*, Circular No. 9, Whole Number 176. Series of 1909. Burlington, Vermont, November 17, 1909.

⁸Laura C. Holloway, *Howard the Christian Hero*, p. 229.

lakes.⁹ Howard's unusual love of nature was the result probably of these scenes of his youth.

This frontier community around Leeds was an industrious group. Not living in the "Garden of Maine,"¹⁰ the people supplemented their farming with lumbering, mining for granite and ice, and tapping the maple for its delicious sap. Otis' foreparents were among the founders of this place.

While John Howard was assisting Miles Standish at Duxbury, Plymouth Colony, the Stinchfields, the forebears of Thomas Stinchfield, Otis' maternal great-grandfather, were still in England.¹¹ It was a century later when they came to Gloucester, Massachusetts. Thomas and others settled in the "wilderness" and built for themselves a city, "Little Borough," later Leeds. John Howard had also gone West, leaving Duxbury about 1651, as one of the proprietors and settlers of West Bridgewater, Massachusetts. Here, Seth Howard and Rowland Bailey Howard, his son—Otis' father—were born. Dissatisfied, Seth left Bridgewater about 1800 for Leeds. Some thirty years later, Rowland joined his father, who then was old and heavily in debt. Rowland took up the burden and by adding horsetrading to farming, soon lifted the mortgage which was on the eighty-acre farm. But, in doing so, he broke his health. In the prime of life, therefore, about 1840, Rowland died and left Otis fatherless at nine. But the youth was already full of the spirit and industry of the Pilgrim Fathers. And, through the influence of the schools and churches founded years before by the Stinchfields and developed by the community, as well as through the influence of a little Negro orphan, Edward Johnson, who was brought into the family by Otis' father four years before his death, that spirit and that industry were further developed.

"Leeds, far and near," said Otis, "became remarkable in its attention to religious matters" and he added, "into this at-

⁹Dole and Gordon, *op. cit.* 163.

¹⁰*Ibid.*, 217-218.

¹¹John Clark Stinchfield, *History of the Town of Leeds*; Nahum Mitchell, *History of the Early Settlement of Bridgewater*; The Authors, *The Plymouth County Directory and Historical Register of the Old Colony*, Middleboro, Mass., published by Stillman B. Pratt and Co., 1867, p. 119, *et passim*.

mosphere I was born.”¹² Referring to the influence of the Negro youth he said,

I remember well the night the boy first made his appearance in the household. His large eyes, white teeth, woolly head, and dark skin kept my eyes fixed upon him for some time, while my father was telling the story of his advent. This boy lived with us for four years. . . . I never remember quarreling with him, but he was never cringing or slavish. I have always believed it a providential circumstance that I had that early experience with a negro lad, for it relieved me from that feeling of prejudice which would have hindered me from doing the work for the freedmen which, years afterwards, was committed to my charge.¹³

The farm furnished Otis an opportunity to develop in industry. In addition to his regular farm work, he had to pick up and draw off “year by year,” the many “stones” which the glacier had left on the farm.¹⁴

After his father’s death, April 30, 1840, Otis lived for a short time with his stepfather, who had moved his mother from the Howard farm to his own farm in Leeds. Not long after that, he went to live with his uncle Otis at Hollowell, Maine. At the age of eleven—while living in Hollowell with his uncle, John Otis, member of Congress, for whom he worked—he began his preparation for entering college, later attending Monmouth and Yarmouth academies. Through his uncle’s help and through his own efforts, he prepared for, and finished Bowdoin, graduating in 1850. Just before graduating he had decided to study law, but fate changed his course. His uncle’s son had applied to enter the United States Military Academy at West Point. The father, however, felt that his son could not pass the physical examination, and at the last minute offered Otis the opportunity to take his son’s place. Otis was fit in body and mind. He went to West Point, and was graduated fourth in his class in 1854. The next year he married. And throughout the remainder of his life he simply exhibited on a larger and larger stage the spirit and industry of his youth.¹⁵

For several years after graduation, he was transferred from place to place quite rapidly. He was, at once, made lieutenant

¹²Howard, *op. cit.*, I, 13.

¹³*Ibid.*, 12-13.

¹⁴*Ibid.*, 21.

¹⁵Laura C. Holloway, *Howard the Christian Hero*, p. 20.

in the Ordnance Department of the Army and stationed at Watervliet Arsenal, Troy, New York. After a few months there, he was transferred to Kennebec Arsenal, Augusta, Maine, and during the same year was returned to his former post in New York. The next year, 1856, he was sent to Florida as Chief of Ordnance in the field under General Harney, who was conducting a campaign against the Seminole Indians. After a short stay in Florida, he was returned to West Point as an instructor in mathematics. Here he remained for four years, from 1857 to 1861, and probably would have continued at the school for many years had the war not begun. These many changes during the seven years since graduation had somewhat disappointed Howard, who had chosen the Ordnance Department as his field of work instead of the Engineering Department, thinking his chances for a permanent place of residence were greater in the former. He was anxious to establish a home.¹⁶

However, when the Civil War began, he applied for a leave of absence to become active in the field. A leave being denied him, he resigned and in 1861 the state of Maine, largely through the influence of the young James G. Blaine, made him colonel of the Third Regiment of Maine Volunteers. Later, during the same year, this regiment was presented by Howard to General McDowell in Washington, D. C., in time for the first battle of Bull Run. From that date to the close of the war, he was in thirty-six battles.¹⁷ Chief of these were: Bull Run (first and second), July 21, 1861, and August 29-30, 1862; Antietam, September 14, 1862; Fredericksburg, December 13, 1862; Fair Oaks, May 31, 1862; Chancellorsville, May 2, 3, and 4, 1863; Gettysburg, July 1, 2, and 3, 1863; and Lookout Mountain, October 29, 1863. He was also with Sherman in Georgia, in command of one of Sherman's two armies on his march to the sea. In 1861, he was near death with cholera in Washington, D. C.;¹⁸ in 1862, he lost his right arm at Fair Oaks; and in 1864, he was severely wounded at Pickett's Mill. He was de horsed several times.

On May 13, 1865, he was appointed commissioner of the

¹⁶Howard, *op. cit.*, I, 60.

¹⁷*Ibid.*, pp. 106-107, 113, 123-145.

¹⁸*Ibid.*, p. 137; *United States War of the Rebellion*, I-VII, XVI-XXVI.

Bureau of Refugees, Freedmen and Abandoned Lands. President Lincoln had selected him for this position before his death.¹⁹ As director of this Bureau, his duty was to provide for the temporal wants of the refugees and freedmen; to promote justice among the freedmen and former masters; to reorganize the labor of the South; and to provide education for the freedmen and the "poor whites." Briefly his duty was "to correct that in which the law, by reason of its universality, was deficient." Therefore,

He was placed at the head of a series of poor-law boards, with vague powers, to define justice and execute loving-kindness between four million of emancipated slaves and all the rest of mankind. He was to be not exactly a military commander, nor yet a judge of a court of chancery, but a sort of combination of the religious missionary and school commissioner, with power to feed and instruct, and this for an empire half as large as Europe. . . .²⁰

On December 31, 1868, the activities of the bureau were discontinued with the exception of the educational work, which was closed June 30, 1872.²¹

From 1869 to 1874, he was president of Howard University, being its third president, not its first. When, in 1872,²² the situation among the Indians of the Southwest—in Arizona and New Mexico—had reached such a pass that some action had to be taken, Grant sent Howard as a peace commissioner among them. From the spring of 1872 to December of the same year, he was stationed at Santa Fe, New Mexico, and succeeded in establishing peace among the tribes of that section and between the Indians and white settlers and to some extent persuaded the red men to adopt the habits of civilization. In 1874 Howard was sent to the Northwest to quiet the Indians of that section. For seven years he was in charge of the Department of the Columbia. Anticipating a long stay away from Washington, before leaving for the Department of the Columbia he resigned as president of the University. His resignation was accepted December 25, 1874.²³

¹⁹*House of Representatives Report No. 121*, 41st Congress, 2nd Session; *Howard Investigation*, 1870, p. 18.

²⁰Quoted from Laura C. Holloway, *Howard the Christian Hero*, p. 139.

²¹P. S. Pierce, *The Freedmen's Bureau*, pp. 71-74.

²²Holloway, *op. cit.*, p. 164.

²³Howard, *Autobiography*, II, pp. 453-455.

Hardly had he finished his work as peace commissioner of the Northwest, when he was chosen in 1881 by President Hayes as superintendent of West Point, primarily to solve a race problem which had developed between a Negro cadet and the white cadets at the school.²⁴ He was at West Point three years, from 1881 to 1884. In 1884, he took his long anticipated trip abroad, visiting, among other places, the Alps, the Mediterranean Sea, Egypt, and Constantinople.²⁵ Upon his return to the United States, he was put in charge of the Department of the Platte and remained in the West until 1888. He was then transferred to the East and stationed around New York City, where he remained until his retirement in 1894. From 1894 until his death, he spent his time in writing, lecturing, and in philanthropic work.

Among his many philanthropic works from 1894 to 1909 is the Lincoln Memorial University at Cumberland Gap, Tennessee, for the education of the poor mountain whites of that section. This was an old, struggling school which Howard assisted in rejuvenating in 1895 in honor of the martyred president who suggested the necessity of such a school in that section of the country for the poor, white mountaineers.²⁶

Among his published works are the following:

Major General Howard's Address at the Second Anniversary of the United States Christian Commission (Pamphlet), Philadelphia, Caxton Press of C. Sherman, Son and Co., 1864.

Address at the Laying of the Cornerstone of the First Congregational Church, Washington, D. C., October 4, 1866.

The Indians: Account of General Howard's Mission to the Apaches and Navajos (Reprinted from Washington Daily Chronicle November 10, 1872), Washington, 1872.

The Count Agenor de Gasparin. New York, G. P. Putnam's Sons, 1881.

"The Eleventh Corps at Chancellorsville": *Battles and Leaders of the Civil War*, Vol. III, pp. 189-202. New York, The Century Co., 1884-1888.

"The Struggle for Atlanta": *Battles and Leaders of the Civil War*, Vol. I, pp. 293-325. New York, The Century Co., 1884-1888.

"Sherman's Advance from Atlanta": *Battles and Leaders of the Civil War*, Vol. IV, pp. 663-666. New York, The Century Co., 1884-1888.

General Taylor (Book in the *Great Commanders' Series*, edited by James Grant Wilson). New York, D. Appleton and Company, 1892.

²⁴*Ibid.*, p. 485.

²⁵*Ibid.*, p. 494.

²⁶*Ibid.*, II, p. 568-569, 586; *The Burlington Free Press and Times*, October 30, 1909. (Editorial) "A Memorial to General Howard."

Isabella of Castile. New York, London (etc.), Funk and Wagnalls Co., 1894.
Fighting for Humanity or Camp and Quarter-Deck. London, New York,
 F. T. Neely, 1898.

Donald's School Days. Boston, Lee and Shepard, 1899.

Henry in the War or The Model Volunteer. Boston, Lee and Shepard, 1899.

My Life and Experiences Among Our Hostile Indians. Hartford, Connecticut, A. D. Worthington and Co., 1907.

Autobiography. 2 Volumes. New York: The Baker & Taylor Co., 1907.

Famous Indian Chiefs I have Known. New York, The Century Co., 1908.

He was connected with numerous societies among which were: the American Tract Society, of which he was president; the American Bible Society, of which he was one of the managers; the Congregational Club and the Authors' Guild of New York City. He was an honorary member of the New England Society, the Historical and Genealogical Society, and the Union League Club, all of New York City. He was also a member of the leading patriotic societies: the Society of the Cincinnati, and the Military Order of the Loyal Legion. He was a member of various Civil War societies: the Potomac, the Cumberland, the Tennessee and the Stannard Post, G.A.R., of Burlington, Vermont.

He died November 26, 1909, at Burlington, Vermont, survived by his widow, six of his seven children and thirteen grandchildren. His oldest son, Colonel Guy Howard, had been killed in action during the Aguinaldo Insurrection in the Philippine Islands October 22, 1899. On November 15, 1935, there were eighteen great-grandchildren living.²⁷

Angina pectoris was the cause of death. And, knight as he was, fighting in every worthy cause, he died "with his armor on." On the Saturday and Sunday prior to his death, he lectured in London, Ontario, on Abraham Lincoln; and he went to his office as usual Tuesday morning. At noon, Tuesday, he complained of feeling bad; was advised by his doctor to go to bed, but was not considered seriously ill. At seven-twenty o'clock Tuesday evening, without warning, he passed away. Interment was on Friday, November 29. With full military honors, he, the last surviving commander of a Union Army in the Civil War, was laid to rest.

After a short prayer-service at his late home on Summit

²⁷Harry Stinson Howard to Walter Dyson (Letter, November 13, 1935); *Burlington Daily Free Press*, October 27 and 29, 1909, LXIX, No. 257.

Street, his remains, escorted by the honorary pall-bearers, were borne through a long line of a dozen or more Military Orders formed with open ranks at the entrance to the First Church of the City. The honorary pall-bearers were: Senator C. S. Page, Senator W. P. Dillingham, ex-Governor U. A. Woodbury, General T. S. Peck, ex-Governor F. D. Joselyn, U.S.A., retired, Colonel Herman W. Allen, President M. H. Buckham of the University of Vermont, Mayor J. E. Burke, W. J. Van-Patten, D. W. Robinson, Bennet Turk, A. F. Beard, D.D., of New York, honorary secretary of the American Missionary Association, and H. U. Hubbard of New York, treasurer of the American Missionary Association.

"I have fought the good fight, I have finished the course. I have kept faith: Henceforth there is laid up for me the crown of righteousness, which the Lord, the righteous judge, shall give to me at that day.—2 Tim. 4: 7, 8." This was the text of the funeral oration delivered by the Reverend Ernest Graham Guthrie, pastor of the church.²⁸

"This was the record of the greatest soldier of the Cross in his own day; and such is the record of this other great soldier of the Cross whose life and death we commemorate today."

In conclusion, he said, "Oh, if only one, two, three more lives should be added to the Kingdom of God and of his Christ because of his life and this commemoration of his death this day, surely that crown of righteousness would be lighted with brighter stars, and God, who is our judge and his, will tell him of new victories won by his name, where he is gone beyond the bound of the waste, in triumph, into the Valhalla of the heroes and, as we believe, into the city of God."

Then, "He Leadeth Me," Howard's favorite hymn, was sung.²⁹

The funeral procession followed. It was an appropriate and an impressive procession under a drab late-November sky. Three features were prominent: there was, following the caisson drawn by four horses, the customary cavalry horse, with stirrups reversed on the saddle to which was fastened General

²⁸Ernest Graham Guthrie, *Memorial Sermon*, October 29, 1909; Burlington, Vt. *Burlington Daily Free Press*, October 29, 1909, p. 8, Columns 1-2.

²⁹Harry Stinson Howard to Walter Dyson (Letter, December 24, 1935).

Howard's sword which he carried through the Civil War, presented to him by the Second Vermont Infantry Regiment in 1861; there was the military escort of honor—two squadrons of Negro cavalymen from the 10th Cavalry; and there were no automobiles.³⁰

After a short service at the grave, a volley from rifles was fired; a bugle was sounded. It was finished—except for the echo in the Adirondacks; except for the return of the city to its normal living. The children returned to school; business was resumed; the soldiers and empty caisson returned to camp and the flag again floated at full mast. A city of 20,000 had paused while all that was mortal of General Howard was laid to rest on the banks of the beautiful lake he loved so much—scarcely fifty feet from its gently lapping waters.³¹

Today a large, circular bed of red peonies and a small headstone mark the grave.

While the funeral service was being conducted in Burlington, Vermont, a memorial service was being held by the faculty and students of Howard University in the chapel on the campus in Washington, D. C.³²

Among the telegrams and messages of condolence received by the family were expressions from the following: Chief Justice Fuller of the United States Supreme Court, General G. M. Dodge, U.S.A., General T. H. Hubbard, U.S.A., John D. Rockefeller, President Thirkield of Howard University, Washington, and President Stooksbury of Lincoln University, Cumberland Gap, Tennessee.³³

For a time it was difficult to decide whether to inter the body in the Arlington National Cemetery in Virginia or on the bank of the Hudson River near General Grant's tomb, or in Burlington, Vermont, where for fifteen years Howard had made his home. His widow finally decided to accept the large circular lot, fifty feet in diameter, which the citizens of Burlington gave for the last resting place of one of their first citizens.³⁴

Before leaving Leeds for Burlington, Vermont, in 1895,

³⁰*Ibid.*

³¹*Ibid.*; *Burlington Daily Free Press*, October 27 and 29, 1909.

³²*New York Daily Tribune*, October 30, 1909, p. 7.

³³*Burlington Daily Free Press*, October 29, 1909.

³⁴*Ibid.*

Many, however, were soon to learn of the school. For George F. Hoar, of Massachusetts, on the floor of the House, referred to the University as an ornament to the Capital and as an evidence of progress. Said he:

One of the first and most prominent objects that meet the eyes of the visitor to this capital is the stately and beautiful edifice overlooking the city and river, reminding him of the new and grand progress of the nation, realizing one of the dreams of Washington, who himself desired to found here a great University. Let it be remembered, too, that in this institution as in no other in the land, it is believed, the Anglo-Saxon, the Celts, the Indian, the Mongolian, the Greek, and the African already sit, side by side on the same benches. All races and both sexes have here in the pursuit of knowledge a fair and equal favor.¹⁹

¹⁹Hon. George F. Hoar, House of Representatives, June 6, 1870; Albert B. Hart, *Slavery and Abolition*, p. 192; *Report of the Committee of Congress on Education and Labor on the charges preferred against General O. O. Howard*, Forty-first Congress, Second Session, 1870, p. 10 (abbreviated: Howard Investigation, 1870); Danford B. Nichols, *American Missionary*, January, 1873, XVII, No. 1, p. 1.

IV. *Founding the University*

With four white girls Howard University was opened for classroom instruction May 1, 1867. For six months prior to that date, the plan of the school was in the process of development. From November, 1866, to May 1, 1867, the University existed on paper only.

In November, 1866, the Missionary Society of the First Congregational Church of Washington, D. C., decided to establish a school for the elevation of the freedmen who were pouring into the city by the thousands annually. At first, this missionary society decided to open a Theological Seminary. Then, realizing the urgent need for doctors, it decided to establish a chair of medicine within this Theological Seminary. Later, it was decided to add a Normal Department, to prepare teachers for the elementary schools that were springing up in the city and in the country.

The first draft of the charter (January 23, 1867) provided for a college only. The next draft of the charter (February 6, 1867) provided for a University with the following departments: Normal, Collegiate, Theological, Law, Medical, Agriculture, and any other departments desired. On March 2, 1867, this second draft of the charter was approved by the people of the United States in Congress assembled.¹

It was the Normal Department only which opened on May

¹D. B. Nichols, "Genesis of Howard University," *Howard University Historical Papers*, 1895, p. 3; John Louis Ewell, *The History of the Theological Department of Howard University*, p. 7; *M of B*, November 10, 1866; December 18, 1866; January 8, 1867; January 29, 1867; D. B. Nichols, *op. cit.*, pp. 6-7; *Special Report of the United States Commissioner of Education*, 1871; A Bill to Incorporate "The Howard University," Senate Bill, 529, presented by Hon. Henry Wilson, January 23, 1867, reported by Mr. Morrill with an amendment . . . February 6, 1867, approved March 2, 1867, 14 *Stat. L.*, p. 438; *The Annual Report of the Reverend Edward F. Williams*, the first principal of Normal and Preparatory Department, August, 1867; *The Star*, Newport News, Virginia, March 16, 1922, p. 1, col. 1.

1, 1867. This department was opened in a large frame building on Georgia Avenue just below W or Pomeroy Street. This building had been used as a German dance hall and beer saloon.² A Preparatory Department was soon added. Then, in order to prepare pupils to enter these departments, namely, the Normal and Preparatory Departments, a Model School, including the elementary grades, A, B, C, and D, was established in the same building. Finally, to prepare pupils to enter the Model School, an ungraded class was established beneath it. In this way, Howard University went down to the people. In this same dance hall the Medical Department met, and members of the Normal Department faculty resided. The Medical Department, however, was compelled to move a part of its course—namely dissecting—to a shed in the rear when it was learned by those living within that the cadavers were in the building. The School of Liberal Arts of today had its beginning in this building. A Night School was also conducted there.

The building was soon overcrowded. A committee was sent out to purchase a suitable site for the new University. It decided finally upon the hill where the University is now located, which contained about 150 acres. Since the owner would sell all or none of this land, the trustees of the new school were compelled to purchase the whole at \$1,000 an acre. Without one cent in the treasury, the deal was closed for \$150,000. Much of the land was immediately sold in the form of building lots, realizing by 1870 about \$172,234.³ In this way, money was secured to liquidate the indebtedness and improve the property. Later, what is now LeDroit Park was purchased.⁴

²"Secretary Johnson's Papers," *Howard University Historical Papers*, 1895, p. 18.

³*Liber D-9, Folio 366*, June 30, 1869, recorded June 30, 1869; *M of B*, March 19, 1867. This First Meeting of the Board was at home of Reverend C. B. Boynton, northeast corner of Vermont Avenue and N Street, N. W. See also *Liber E.C.E. 5, Folio 437*, May 25, 1867, recorded May 29, 1867; Howard, *Autobiography*, II, pp. 398-401; Lamb, *Howard University Medical Department*, pp. 1-4. Abbreviated: *H.U.M.D.*; Howard, *Special Order No. 36 of Freedmen's Bureau*, March 12, 1869. This Order transferred \$125,000 from the Bureau to the Treasurer of Howard University; \$114,475 of this was paid to John A. Smith, which was the balance due on farm; *Howard in Defense*, pp. 44-45; *Liber E.C.E. 30, Folio 433*, April 9, 1868, recorded April 13, 1868.

⁴*Liber 621, Folio 57*, March 16, 1870, recorded July 23, 1870; *M of B*, October 4, 1870.

The original property of Howard University was bounded then as follows: on the west by Georgia Avenue as far as Florida Avenue; on the south by Florida Avenue, as far as Fourth Street; on the east by Fourth Street, as far as Elm; also on the east by Second Street, from Elm to the Soldiers' Home. The northern line extended from Second Street near the Soldiers' Home along Hobart Street to Georgia Avenue.

Within this large tract, four plots were never owned by the University—one, the American League Baseball Park; another, a part of the land now occupied by Corby's bakery; another, the northeast corner of Georgia and Florida Avenues, now occupied by the Koss pharmacy, and surrounding buildings. The fourth plot was the extreme northwest corner of the tract, extending from Harvard Street to Hobart Street.

It may be interesting to know that this part of the city was not in 1867 within the city of Washington, but in the county of Washington. Furthermore, this section of the county where the University is now located was a slum section—a cabaret section for white people. The American League baseball park of today was then a big amusement park and beer garden. At the northern extremity of the University property, near the Soldiers' Home, were other beer gardens. It was for this reason, among others, that the property was sold for a “n——” school.

The price demanded, \$1,000 an acre, would seem to indicate that the property was desirably located.⁵ Not at all. The price demanded for the land was its value estimated in the “greenback” currency of the time. Greenback was the name given to the paper money that flooded this country during and after the Civil War, raising all prices suddenly and abnormally. The “Hill” was not at the time of purchase a desirable location. The thing which improved this section of the city was a Federal enactment about 1891 making it illegal to open a saloon within a radius of one mile of the Soldiers' Home. This law was the salvation of Howard University.⁶

When it became known that the University was opened, two things happened. First, applications came in from all types of

⁵*Howard in Defense*, p. 15.

⁶*The Evening Star*, Washington, D. C., Thursday, November 23, 1933—a map.

people asking admission; second, men began to speculate as to the aims and purposes of this new institution.

It was impossible for some to believe that Negroes were being permitted to enter college. Many applied, asking if it were true that Negroes could enter. Married men applied to enter, and if possible, to bring their wives. Many without money made application. Many without preparation, except the ability to read and write, wished to enter. They wrote to learn if preachers only were admitted. Poor white boys applied for admission. White students at Oberlin wished to come; they thought it would be cheaper here. It was a new thing in the country—a university where black and white, old and young, married and single, ignorant and informed, male and female—all could enter, with or without money.

From John L. Humbert of Providence, South Carolina, came this appeal:

O. O. Howard, Esq.:

Dear Sir:

I would like to come to your College when the term begins in April. I want to come for one year and then Sir, if I behave like a boy and keep good company while I am there and under your control the reason I want to go only for one year is I would like to try and enter the Naval Academy if you will assist me and I can pass a good Examination having heard of you being a friend to the Orphans my Father went to war from that state and died out to Fort Jackson, now I am alone and trying to make myself a man and wishing to have a military education after one year in your college and under your control I now make this appeal to you hoping that you will be a friend to me please answer this letter as soon as you can I am now in my 17 year and I am working with a Lawyer by the name of A. Payne he can give you a very good account of me I have work with him for over two years and half as Hon. H. B. Anthony if you tell him who I am working with will I get my books here or in Washington if I come

Yours respectfully

JOHN L. HUMBERT

P.S.

At present I am working with Mr. Payne and Page at the General Assembly every day till that close I would like to enter this term but cant on that account will come sure in April if you will take me on that condition.

J. L. H.⁷

A Mrs. G. N. Smith of Washington, D. C., wrote:

The writer is desirous of learning Pharmacy. Will you please inform me

⁷An exact copy of letter, dated January 17, 1870.

if you will give a lady instruction or if not can you inform me where I can obtain them in the city.⁸

On June 10, 1872, Samuel N. Barker of Oberlin, Ohio, wrote Howard as follows:

Dear Sir:

I supposed until quite recently that Howard University was open only to colored students. I have learned that there are also white students there. You are well aware under what difficulties a working student labors here. If I could obtain a situation as a clerk in some of the Government Departments there where I could be employed for three or four (hours) each day with sufficient remuneration to pay my necessary expenses I should like to go there. I contemplate a full College course. I am at present in the Preparatory Department. I can bring testimonials of good character. I am a member of the Second Congl. Church of this place. Please write and give me information.⁹

Wrote Harry C. Hopkins of Hollidaysburg, Pennsylvania:

Is there any way in which I can enter your school. I am a white boy 19 years of age an orphan and poor and have no money and want an education. And not having the means know not what to do. Can I go to your school free if you take me and let me stay at your school I will do all for you that I can all that you ask of me I want to become educated so as to become a good teacher and if you take me I will stay with you and teach for you if you would accept of me. If you will take me please let me know before the session begins.

Yours truly

HARRY C. HOPKINS,
Hollidaysburg, Blair Co., Pa.¹⁰

The applicants who were accepted brought with them, in many instances, a pick or shovel or spade. They came to dig, literally, to dig their way through school. It was they who, in a large measure, drained the hill, graded it, and cut the first streets through this section of the county.¹¹

When the news spread abroad that the University was open, not only did applications pour in, but also, a great curiosity arose. The people were curious to know the aims and purposes of this new University. There were those who, like Hoar, saw in this school the realization of the dream of George Washing-

⁸*Manuscript Records of Howard University*, May 3, 1872.

⁹*Ibid.*, June 10, 1872.

¹⁰*Ibid.*, June 24, 1872.

¹¹"Howard Alumni You Ought to Know," Enoch Homer Grasty, *Howard University Record*, June, 1921, XV, No. 8, pp. 465-466.

ton. There were others who claimed to see in this mingling of so many races upon the same benches an attempt at amalgamation. For some time, the enemies of the University furnished the "democratic" newspapers of that day with headlines concerning "amalgamation" at Howard University.¹²

They failed, however, to discredit the purpose of the founders.

¹²*The Cincinnati Gazette*, Cincinnati, Ohio, January 31, 1868.

V. *Soldiers in Control*

With a few notable exceptions, the leaders in the development of Howard University prior to 1874 were ex-soldiers: Oliver Otis Howard, Silas L. Loomis, James B. Johnson, George W. Balloch, John A. Cole, Joseph A. Sladen, Eliphalet Whittlesey, Robert Reyburn, Joseph Tabler Johnson, Alexander T. Augusta, Gideon S. Palmer, Charles B. Purvis, Neil F. Graham, J. G. Baxter, Albert G. Riddle, and Charles Howard. The notable exceptions were: Wm. H. Seaman, Ebenezer W. Robinson, Charles B. Boynton, Byron Sunderland, Benjamin F. Morris, Danforth B. Nichols, and Henry A. Brewster.¹ The influence of these ex-army men was more far reaching than their relative number would indicate. Nine of the seventeen incorporators were ex-soldiers; ten of the eighteen members of the first Board of Trustees were ex-soldiers; of the thirty-eight trustees who were appointed prior to 1874, twelve were ex-soldiers. Four of the seven secretaries, all of the four treasurers, the two financial agents, and eleven of the thirty-three faculty members of the University prior to 1874 were ex-soldiers.²

These ex-soldiers were the most active in the development of the school. It was Whittlesey and O. O. Howard who secured the 150 acres of land upon which the school was located—guaranteeing the \$150,000 sale price without one cent in the treasury. It was Whittlesey, Cole and Balloch who supervised the subdivision of the tract into town lots, and who managed the sale of the lots. Silas L. Loomis, the first dean of the Medical Department, was the father of that Department. Reyburn brought the Freedmen's Hospital to the University. J. B. Johnson saved the school during the panic of 1873.³

Of the notable exceptions, Morris suggested that a school be

¹*H.U.M.D.*, *passim*; Boyd, *Directory of Washington and Georgetown*, 1866-1870.

²*General Catalogues*, 1867-1868 to 1876-1878.

³Patton, *History of Howard University*, p. 21; *Report of Whittlesey*, agent to Board of Trustees, July 2, 1867; *H.U.M.D.* *passim*.

established and not another missionary society, when the question of helping the Negro in some way was being discussed at the prayer-meeting. It was in Brewster's home that the school was conceived;⁴ it was in Boynton's home that the incorporators first met and elected the first Board of Trustees;⁵ it was Nichols who suggested the name—Howard University;⁶ and it was the two daughters of Nichols and the two daughters of Robinson who composed the entire student body of four pupils with which the school opened.⁷

To this army influence was due, in large part, the rigid organization of the University. The curriculum was divided by 1874 into eleven theoretically autonomous departments: Law, Medicine, Theology, Normal, Preparatory, Music, Commerce, Industry, Agriculture, Night School and Military.⁸ Each department had a head, who reported directly to the Trustees through the president. Six of these autonomous departments during the seven years prior to 1874 never graduated a student, and furthermore, all six were abolished that year—Commerce, Military, Night School, Industry, Agriculture, and Music.⁹ This multiplication of departments, each with an efficient and ambitious head, led to duplications in the curriculum, expense, and a lowering of the academic standard.

A quest for numbers began. The urge to be big was overwhelming. The faculty of law found its enrollment increasing very slowly. A third year was added—a sub-law year, to prepare applicants for entrance. The Trustees did not approve of this additional year on the ground that a duplication of academic subjects was unnecessary and bad policy.¹⁰ During the fall of 1867, and the winter of 1868, a night school was conducted. The next year, it was incorporated in the Normal Department on the ground that it drew students from the day school, and was too expensive.¹¹ The Commercial Depart-

⁴D. B. Nichols, "The Genesis of Howard University," *Historical Papers*, March 2, 1892.

⁵See Chapter XXVII, p. 1.

⁶Nichols, *op. cit.*

⁷*Ibid.*

⁸*Catalogue of Howard University*, 1876-1878.

⁹*Ibid.*

¹⁰*M of B*, April 4, 1870; May 18, 1870.

¹¹Report of Combs, Principal of the Normal Department, 1868.

ment was moved from the campus to the First Congregational Church located at the corner of Tenth and G Streets, in order to increase its enrollment. It did not pay, and was closed.¹²

The Normal Department, the first department to open, began with four white girls. The standards were too high for the average Negro applicant. To increase the enrollment of Negroes, the standard was lowered. The name was changed to the Normal and Preparatory Department. Still the standard was too high. A Model School was added, and soon a graded school, to prepare for the Preparatory Department.¹³ As late as 1877, the College probably was no more than a "first class high school in Massachusetts."¹⁴

The control of the University as a whole showed army influence. It was highly centralized in the Board of Trustees. Eleven of the eighteen who composed the first board were also teachers or officers of the University. Two—Boynton and Sunderland—were the presidents; six—C. H. Howard, B. D. Nichols, E. W. Robinson, Hiram Barber, S. L. Loomis, C. W. Bascom—were teachers; one, Cushman, was the secretary; one, Balloch, was the treasurer; one, Robinson, the treasurer and teacher.¹⁵ Furthermore, after 1870, any department not having a trustee on its faculty was thereafter to be represented on the Board.

The work of the University was further centralized in 1870 when a University professorship in chemistry was established and assigned to the College Department,¹⁶ and when a central committee on discipline was created, "so that there should be uniformity; for if a student of one department goes free while a student of another is punished for the same offence, the injustice is quickly felt and the whole body unfavorably affected."¹⁷

The salaries, also, were severely regimented. In 1869, a salary scale was adopted. The president was to receive \$5,000;

¹²*Report of President*, July, 1870, p. 11; Patton, *op. cit.*, p. 43.

¹³*Report of Williams*, Principal of the Normal Department, 1867.

¹⁴*Minutes of the College Faculty*, 1877; see *Records of the Faculty of the School of Liberal Arts*.

¹⁵*General Catalogues*, 1867-1868 to 1876-1878.

¹⁶*Report of Howard University*, 1870.

¹⁷*Ibid.*

a professor \$3,000; the secretary-treasurer \$2,000; an instructor \$900; the librarian \$600; and a tutor \$300.¹⁸

Army influence was further evident when, in 1869, Sunderland, the civilian president, resigned, and Howard, the major-general, became the third president of the University. Immediately, a department of Military Science and Tactics was organized.¹⁹ And, the next year, 1870, Ulysses S. Grant, the President of the United States, the commander-in-chief of the Army and Navy, became an honorary member of the Board of Trustees.²⁰

It is interesting to note that when General Joshua L. Chamberlain, a fellow-student of Howard at Bowdoin and an illustrious colleague in the Civil War—both having been at Gettysburg—became, in 1871, the president of Bowdoin, he also immediately organized a Department of Military Science and Tactics; and also that that department at Bowdoin was soon abolished,²¹ just as it was abolished at Howard University when the military spirit began to wane. The Military Department at Howard University was abolished in 1874.

But, during the existence of this military regime, the life of the student of the University was essentially that of a soldier. At 5 or 5:30 or 6 o'clock, according to the season of the year, "Reveille" was sounded. Thirty minutes later, during "Roll-Call," all rooms were inspected to "see that they (were) cleaned and in good order, and the beds made up." After a brief "study hour," breakfast was served at 7 o'clock; prayers were offered at 8:45. Then came "study hour and recitations" until noon. Roll was called again at 12; dinner was served at 12:15. Then followed a "study hour and recitations" until supper at 5 o'clock. A drill period followed, then a study hour beginning at 7:30. At 9 o'clock roll was called again. Finally all "lights (had to be) out at 10:30 unless otherwise ordered." The dress also of each student was minutely regulated. His coat, "pantaloon," vest, cap, buttons, bars and stripes were standardized. At a signal all marched in companies to and from meals, classes,

¹⁸See Chapter XXII.

¹⁹ Patton, *op. cit.*, p. 43.

²⁰*M of B*, May 21, 1869.

²¹Louis C. Hatch, *The History of Bowdoin College*, Portland, Maine, Loring, Short & Harmon, 1927, p. 148; *M of B*, May 21, 1874; *Report of Nichols on Agriculture*, July 31, 1869.

or prayers. Every trustee of the University, every member of the faculty, every company officer was saluted by the students upon passing; and in the presence of a trustee or teacher each student stood "at attention and remained in that position unless otherwise ordered," and for "any misdemeanor may be put under arrest within close or extended limits." And "for smoking, chewing tobacco and card playing in a room students (were) removed from the University buildings and no student who (used) tobacco or intoxicating drink in any form was pecuniarily assisted by the Trustees of (the) institution."²²

This severe regimentation of the students at Howard University tended to make them very submissive. Speaking of the students as a whole, it was said in 1872 that "They are sometimes improvident, excitable, self-confident, and tenacious of their opinions; yet on the whole they are docile, submissive and easily led by a firm and steady hand."²³

Although the girls attending the University were not so restricted in their movements, except that those from the city were compelled "to go to the study room when not reciting and remain there except at the conclusion of the exercise for the day,"²⁴ nevertheless, even among the girl students, years later, it was said, a "spirit of docility . . . prevailed."²⁵

Unfortunately, in the midst of this apparent order at the University, disorder was brewing,—anarchy.

²²*Regulations of Howard University*, Washington, D. C., 1870 and 1872.

²³*Report of C. S. Richards*, Principal of the Preparatory Department, to Board of Trustees, June 1, 1872.

²⁴*Regulations of Howard University*, Washington, D. C., 1870 and 1872.

²⁵*Report of L. H. Kendall*, Matron of Miner Hall, to Board of Trustees, May 10, 1889.

VI. *Anarchy*

When Major General Howard, the commander-in-chief of the University, resigned in 1874, confusion reigned. It was then the iron hand of J. B. Johnson that held the school intact. From the beginning, there had been much opposition to the liberality of Howard in respect to race relations. The first president of the University resigned largely because of Howard's race policy. Boynton maintained that Negroes should be segregated in their own churches, and tolerated only as members of white churches. Howard opposed segregation everywhere. On November 17, 1867, Boynton preached a sermon on race relations, in which he said:

This subject presents two questions that are entirely distinct and must not be confounded. One is, if a black man seeks admission to the church of white men, should he be rejected? Certainly not. Let him enjoy the same rights and privileges in this respect as any other persons have. Christianity in this regard knows no distinction of color. Another and very different question is, in view of their own best interest and highest happiness, should we induce or advise them to come? Where they have no church organizations of their own that they can enter, I should do so; but in a community where suitable churches and schools of their own people abound, I can not conscientiously, as a friend to the black, advise them to avoid these organizations of their own, and bury themselves in a living grave, an unheeded little company in the larger masses of the whites. Every one taken thus from the number of the black, diminishes to that extent, their strength and their power of progress and elevation. We can afford to receive the Colored people, but their own race can not afford to lose them.

"This sermon," said the *Cincinnati Gazette*, "settled the matter." "Since this was settled, it has fully come to light," it continued, "that the plan was to make this church, built by Northern benevolence, an institution where a perfect social blending of the races should take place, to the end, that here, in the National Capital, there should be one model Christian church whose cornerstone was not exclusion in any of its forms, but amalgamation and complete social equality."¹

¹A Duty which the Colored People Owe to Themselves, A sermon, *The Cincinnati Gazette*, Cincinnati, Ohio, January 31, 1868.

The sermon, however, did not settle the matter. It was up again and again. On one occasion, said Howard,

I was claiming for us love of God and our neighbor when suddenly the pastor asked significantly: "General Howard, do you believe in amalgamation?" Instantly it occurred to me that there were two meanings of that word "amalgamation," one was the union of whites and blacks in church and school relation, the other, the union in marriage. Whichever Dr. Boynton meant, I decided to make the answer to the latter. I had never hitherto advocated intermarriage, but a case illustrated my thought on the subject; I said, "A gentleman in Virginia, soon after graduating from West Point, had left the army, married, and settled on a plantation. After perhaps a year, his young wife died. He did not marry again, but had one of his slave women as his housekeeper, and by her had several children. This woman had recently come to me for protection against the gentleman's severity of discipline. As she was leaving, she said, 'Do not hurt him, for I love him; only keep him from whipping me!'" Now, I added, "before God, that man and that woman are man and wife." Here I closed. Dr. Boynton cried out: "Yes, and I would marry them."²

Boynton resigned from the Church as he had from the School—from the School on August 27, and from the Church the next month, September 6, 1867, to take effect March 1, 1868. Byron Sunderland, pastor of the first Presbyterian Church of Washington, a more liberal-minded man, succeeded to the presidency of the University.

Nevertheless, in 1870, opposition was again very strong. That year Howard recommended that no Trustee of the University be permitted to draw a salary for services rendered the school. This called for the resignation of several. Some joined the opposition. But it was the closing of the Bureau of Refugees, Freedmen, and Abandoned Land in 1872 which stripped Howard completely of his former powerful influence. He felt constrained to resign the next year. John Mercer Langston was his choice for the presidency. Langston was the choice of all the Negroes on the Board, and of the students, and of the Negroes in general in the United States. Nevertheless, George Whipple, a secretary of the American Missionary Association, was elected. But, because of the great opposition, he did not accept. Thereupon Edward P. Smith, another secretary of the American Missionary Association, was chosen. He accepted but died at sea on his way to Africa before his inauguration.

²Howard, *Autobiography*, II, pp. 433-434.

Langston was persuaded to continue as acting president a few months longer. He resigned finally, in 1875, and with him the faculty of law.

Garbled reports of the trouble at the University reached the press. These reports were just enough to arouse the curiosity of the public. One stated that

At the annual meeting of the Board of Trustees, it was voted, by a majority of one, after a long and severe contest, to give the management of the Institution to the American Missionary Association, and the Rev. George Whipple, secretary of the Association, was elected president. It is understood that the Institution is hereafter to be conducted in the interest of the Congregational denomination, the law department and other incompatible features being "lopped off" to give it a strictly denominational and theological character.³

To explain this brief report, a more detailed statement was necessary. For such a statement, the Washington correspondent of the *Post* called on Frederick Douglass and John M. Langston. Douglass was at that time a trustee of the University, and Langston had just resigned the vice-presidency.

Douglass replied:

As I understand it, no organic change has taken place in the Institution. Ostensibly, at least, it is the same Institution it was. There have been no changes in the Board of Trustees. Its members are the same as when General Howard was the president of the University. At the recent meeting of the Board of Trustees there was no declaration of purpose to manage the University, neither in the interest of the American Missionary Association, nor in that of the Congregationalists. . . . The Board of Trustees . . . elected the Reverend George Whipple, the veteran secretary of the American Missionary Association, as president of Howard University. This was done in the face of the earnestly expressed desire of the colored members of the board that the position should be given to a colored man. While . . . there was no declaration . . . to make it (the University) in any measure a mere tender to either the American Missionary Association, or the Congregationalists, I will not deny that the colored members of the board thought they saw in the election of Mr. Whipple, and in the influence by which he was elected, a tendency in these directions. The fact that this election seemed a foregone conclusion, and the members prompting it being all of the Congregational and the American Missionary Association persuasion seem to confirm this apprehension. . . . With the history of Freedmen's Bank before them, an institution which afforded a set of hungry sharks, with professions of piety upon their lips, the opportunity to rob the freedmen of their hard earnings, the colored trustees of the University may be pardoned for being a little suspicious of having the

³*The Evening Post*, New York, June 18, 1875; *M of B*, June 16, 1875; *Ibid.*, December 16, 1875; *Ibid.*, May 26 and 27, 1876.

University pass into the exclusive control of any religious organization. Howard University to-day owns property to the amount of nearly a million dollars, and the control of the institution, even in respect to this vast sum, is not undesirable; and since it is money drawn from the blood of colored soldiers, it was not unreasonable that the colored men have a voice in its management.⁴

Langston, in substance, replied that the American Missionary Association and the First Congregational Church of Washington, D. C., were using the University for their own selfish interest; that they were diverting it from its original purpose, and that this would have happened earlier but for the strong opposition of Gen. O. O. Howard who, when the Bureau was abolished, lost his influence. At present, he continued, the Board of Trustees of Howard University was composed largely of Congregationalists, several of them members of the church in Washington; of the five on the executive committee, three were members of that church. That church, he continued, owed the University \$12,000 at 8%, upon security of a very doubtful character, while at the same time the University was paying 10% for money. He added: The University paid the church recently \$5,000 in cash for the use of the "Audience Room" three times a year for ten years for public gatherings, commencements, etc.; that for a smaller room for the use of its Commercial School, the University had paid prior to 1874 \$500 in cash. He stated that the University held an overdue note of the pastor of the church for a balance of \$2,500 which was not called, although recommended by him, when the school needed \$4,000 in cash for current expenses; instead, the Board voted to borrow the \$4,000 at 10%, and at the same time instructed the Treasurer of the University to accept as cash from the pastor bonds of the church with a face value of \$300, but with no market value, and to deduct the \$300 from the pastor's debt. . . . "With this Sectarian and Denominational influence," he continued, "appeared and grew the feeling that the Negro, whether as trustee or member of the faculty, is of small account, indeed rather a pest only as he serves to give color to the enterprise, win the sympathy and secure the funds of such persons as the Hon. Gerritt Smith and other rich and liberal anti-slavery men and philanthropists. And with this feeling has constantly grown the idea that the Colored youth attending the

⁴*The Evening Post*, New York, June 24, 1875, p. 3, col. 10.

University are incapable of high intellectual achievement, and that it is not wise to attempt their education beyond perhaps the grammar and normal school. As this latter idea has grown, interest in the medical, the law, and the theological departments of the University has lessened. For two years these departments have had the smallest conceivable support from the Trustees. Indeed, the salaries of the professors of these departments have not been paid by the Trustees. They have had to depend for any salary which they have had, in the main upon tuition which they have been able to collect from the students.”⁵

Commenting upon the statement by Douglass, and upon the one by Langston, the *Post* said:

It is becoming evident that the Colored Trustees of Howard University do not intend to let that Institution pass into the hands of any religious denomination without a determined fight. . . . The differences existing between the White and Colored Trustees are not likely to be easily reconciled, and between both, the public will probably get an inside history of the Institution, which has been managed and controlled to a very great extent by a set of speculators, who have handled the funds of the University for their own personal gain and benefit.⁶

The public interest, aroused by this publicity, called forth a statement in reply from Charles B. Purvis, a professor in the Medical Department of the University. Purvis stated in substance that the defeat of Langston for the presidency of the University was the real cause of his criticism of the Board; that he and others worked for Langston's success and hoped he would be elected to the presidency of the University, but because he was not, they are not willing to see the University wrecked to gratify disappointed ambition and revenge; that Langston's defeat was due to the colored trustees, for they frequently passed severe criticism upon him to their associates. Even since the December meeting to which he (Langston) refers, one of them urged one of the white trustees to use his best endeavors to defeat him. As to the Congregational Church, too much cannot be said in its favor . . . it is the only orthodox church in this city where a colored man can go and be treated in common. There is no pew in the loft or under the stairs for him there. Though I am a Unitarian, it is but just that I say

⁵*The Evening Post*, New York, June 26, 1875, p. 2, 3rd edition, Vol. 47.

⁶*Ibid.*

this much for this church. As to the American Missionary Association, I have but little to say; while the assertion that it is to control Howard University is a pure invention, it has, nevertheless, done more towards the education of the freedmen than all organizations combined.⁷

To this statement by Purvis, Langston replied:

For several reasons I do not choose to make formal answer to his communication. Dr. Purvis is not the proper person to reply. He is not a trustee, nor is he an officer of the University sustaining such relations thereto that he can speak with personal knowledge, or make reply to this matter without showing himself officious. Let some Trustee, Officer, or properly authorized person make answer from his knowledge and the record. Besides, Dr. Purvis is being used for certain reasons manifest, though not stated, by White Trustees who know what I have said about the loan to the Congregational Church, and other things I brought to their attention through the Executive Committee at the semi-annual meeting of the Trustees last December; as also in my annual report made on the 15th of last month. And now I beg the trustees to publish my last annual report, that the Country may know what I have been doing as the acting president of the University, and how I have urged the careful and economical management of its funds. I wonder if Dr. Purvis knows that the Trustees have declined to publish my annual report, contrary to their usage, and as I claim, contrary to law. Why did they decline? Because, as was stated in the meeting of the Trustees, the facts contained in the report, though true, would prove damaging, if published. After much running and talking, and advising, the mountain has moved, and a mouse only is brought forth. Give facts, dates, figures—these we need; and those speak who have knowledge and authority. When such utterance is made, I will address myself to formal thorough and complete support of former statements and refutations of adverse assertions. Dr. Purvis, as is stated, in your paper, does not reply to Mr. Douglass. Some Trustee or other had better address himself to this work. I would not destroy, nor even cripple, in any wise, Howard University; I only seek to save it to those whom it belongs, for their highest educational and moral good . . . Closing let me say, I am not, and never was a member of any church. I am certainly not a congregationalist.⁸

As no answer came from a trustee, the debate closed.

This affair, and the publicity given it, coming as it did in the midst of the nation-wide panic of 1873, disrupted the school. As has been stated, when Langston resigned, the faculty of law resigned also. For two years, that school was closed (1876-77). Reduced enrollment and reduced income as a result of the panic made it necessary to dismiss instructors and officers of the

⁷*The Evening Post*, New York, July 10, 1875.

⁸*The Evening Post*, New York, July 15, 1875.

University. The request for the resignation of Mitchell, a Negro, and the retention of Bascom, a white man, less qualified in the opinion of Douglass, smacked of race prejudice.

Not only was the faculty upset, but the students, too, were uneasy—loafing, gambling, fighting. “On motion of Dr. Richard, those present” (at a faculty meeting) “were requested to make a verbal statement as to the condition of their Department.” . . . Tutor Gregory said: “The reason why we do not really accomplish much is because our students do not apply themselves. They are often absent from their rooms during study hours. Many of them engage in games of chance. . . .” Richards added: “They do not pay their debts although many make more money than their teachers.” Another record adds: “. . . an affray took place between Messrs. W. L. Brown and D. A. Elliot of the Junior Class, in which the latter used a knife.”⁹

And this anarchy among the students continued for several years. In 1878, *The New York Tribune* was of the opinion that

Hazing at Howard University has not turned out to be as profitable an amusement as at some other educational institutions. A young Colored man, who has been guilty of it, was offered his choice in the police court, today, of paying \$50 fine or going to jail for 60 days. Mr. Shannon, the colored student, who was hazed, did not appreciate the fun of the thing, and being a strong, muscular fellow, he gave the leader in the business a sound thrashing. The latter subsequently armed himself with a large piece of wood and a chisel laying in wait for the man whom he had attempted to haze, struck him over the head, knocked him down, and when he got up, began to cut into him with the chisel. Some of the professors prevented the attack from ending more seriously than it did, and the police stepped in afterward and arrested the assailant.¹⁰

Indeed, this was a dark period in the history of the University. Anarchy was everywhere—in the Board, in the faculty, and in the student body. It was also in the department of finance. Fortunately, the University was saved from complete financial collapse by James B. Johnson, the treasurer.

⁹*Records of the Faculty of the School of Liberal Arts*, pp. 64-65, March, 1879.

¹⁰*The New York Tribune*, New York, April 2, 1878, p. 1, col. 3; *The Evening Star*, Washington, D. C., November 21, 1936, “Howard Football Team Disbanded”; *The Hilltop*, XIV, No. 5, November 25, 1936, “Dr. Johnson Denies Student Demands,” p. 1, col. 4.

In his report for the year ending April 30, 1873, he brought to the attention of the Board of Trustees the precarious condition of the finances. The total estimated expenditures for the ensuing year were \$71,078.10; the total estimated income for the ensuing year was \$32,505; the total estimate deficit for the ensuing year was \$38,573.10. In addition to this expected deficit, there was a standing indebtedness of \$87,450. Said Johnson:

From the above statement, it will be seen that the estimated expenditures for the coming year, on the present basis, will exceed the estimated receipts from all known sources for current purposes by thirty-eight thousand, five hundred and seventy-three and ten one-hundredths dollars (\$38,573.10). Failing in any satisfactory solution of the problem—how to make one dollar do the work of two, and believing that it would be the height of improvidence to eat up the seed corn of our future harvest, by encroaching upon the real estate and using for current purposes what should be held sacred for permanent endowment, I recommend one or the other of two propositions: either to provide for an increase of receipts, to the amount of 100%, or a reduction in expenditure of 50%. The first would be an agreeable and grateful task, but this I see no way of accomplishing for the present. The second alternative is therefore enforced upon us. I am not unmindful of the fact that the course of action which I recommended will be painful and embarrassing to the Officers and Trustees of the University, and I have sought earnestly and prayerfully for some way in which it might be avoided; but I find none.

To continue the present ratio of expenditures, so largely in excess of receipts, would be unbusiness-like, unwise and unsafe. To defer an immediate return to a sound basis would be only cowardly to postpone the evil day, multiply the difficulties to be overcome, render all measures for relief more painful, hazard the very existence of the University, and prove unfaithful of the trust confided to us.¹¹

The Board was convinced. Every salaried officer of the University was requested to resign with the understanding that every one may apply for reappointment at one-half his former salary. The professional departments were put on a self-supporting basis.

This drastic action saved the school, although much reduced and heavily burdened with a \$100,000 debt.¹²

¹¹ J. B. Johnson, *Secretary-Treasurer to the Board of Trustees*, April 30, 1873.

¹² Patton, *op. cit.*, p. 21.

VII. *Deans in Control*

During this period of anarchy and confusion at the University, the power of the dean developed. The deanship had been established in 1869.¹ From that date to 1890, each department, excepting the Normal and Preparatory, elected a dean. In practice, however, the Law Department and the Theological Department, being one-man departments, never elected a dean. The one full-time professor appointed by the Trustees for law and theology was also the dean. In May, 1889, the privilege of electing the dean was abolished, and thereafter that officer was appointed by the Board to serve during "its pleasure." President Patton urged this change.² He believed that the habit of rotating the professors annually in office had defeated the purpose of the original appointment. When recommended by Howard in 1869, the dean was to give "energy and concentration to the work." Rotating the professors annually militated against the accumulation of experience, "energy and concentration" on the part of any incumbent, and thus weakened the influence of the office. The action of 1889 gave the dean virtually a life tenure. It also raised the salary of the incumbent \$100 annually above that of the dean's colleagues, among whom for twenty years he had been simply the first among equals.³

With the year 1889, therefore, begins the control by deans. There were then four—the dean of the Law Department, the dean of the Medical Department, the dean of the Theological Department and the dean of the College. The presiding officer of the Normal Department and of the Preparatory Department was called the "principal."⁴ These six departments were those which had survived the panic. The others had been abolished, and their work either absorbed or dissipated. About

¹*M of B*, September 19, 1869; *Report of President O. O. Howard to Trustees*, 1872.

²*M of B*, January 15, 1889; *M of B*, May 28, 1889; *Report of President Patton*, 1889.

³*M of B*, May 28, 1889.

⁴*General Catalogue*, March, 1888-1889, p. 4.

1899, however, a dean of the Agricultural Department was appointed,⁵ and a dean of the Department of Pedagogy.⁶ In 1903, two deanships were created. The principal of the Preparatory Department and the principal of the Commercial Department were then made deans.⁷ Applied Science was given a director in 1906;⁸ and at the same time, the "Head" of Music was for the first time called a "Director"—in all respects a dean except in name and salary.⁹ By 1926, there were nine deans and four directors. Law, Medicine, Commerce, Education, Arts and Science, Applied Science, Junior College, Theology, Library Science each had a dean; Music, Public Health, the Evening Classes and Summer Session had directors. Agriculture and the Academy had been abolished.¹⁰

From 1889 to 1920, the power of the dean grew rapidly. The office furnished an efficient and ambitious man the hope, if not the opportunity, to rise to the presidency. Many times the dean of some department served as acting president during an "inter-regnum." Another reason for this growth in the influence of the dean was the fact that the presidents from 1890 to 1920, with two exceptions, were old men, or men with other interests, or men who were in office but a short time. Rankin was not only an old man—62—when he came to the University, but was essentially a poet and preacher. During the three years from 1903 to 1906, there were three different executives—Hamlin, Gordon, and Fairfield. Newman, also an old man—65—when inaugurated, was, in addition, a sick man. Thirkield, while vigorous and ambitious, was anxious to be a bishop in the Methodist Episcopal Church. But Thirkield was president in fact as well as in law while in office. Early in his administration, the dean of the College resigned. Thirkield's choice for the place was Edward L. Parks, who was not at that time connected with the University. Kelly Miller was elected. But to have the assistance of Parks in the administration of the University, Thirkield appointed him, at the same time, to five

⁵*General Catalogue*, March, 1899-March, 1900, p. 55; *M of B*, May 26, 1896, p. 419, and May 30, 1899.

⁶*General Catalogue*, March, 1899-March, 1900, p. 27.

⁷*General Catalogue*, 1903-1904, pp. 54, 61.

⁸*General Catalogue*, 1906-1907, p. 93.

⁹*General Catalogue*, 1906-1907, p. 11.

¹⁰*General Catalogue*, 1919-1926.

positions. He was made a professor in the College, the head of the religious work, registrar, treasurer, and the assistant to the president.¹¹ Furthermore, about that same time, 1907, by combining the College of Arts and Sciences and the Teachers College into a loose federation, Thirkield further deprived each of the two deans of some of his former power. The new organization known as the College of Liberal Arts operated in many respects as a unit. Each of the deans, nevertheless, continued to grow in power. When Thirkield resigned in 1912 to become a bishop, the deans were so powerful that each nullified the influence of the other to the end that neither was elected to the presidency, although the chairman of the Board and a majority of the Board were anxious to elect one to that office.¹²

When Durkee came to the University as its president, the deans were virtually running the school. In the undergraduate departments, a self-appointed board of deans and in the professional schools, each dean and his secretary-treasurer, had almost complete control.¹³ During the administration of President Newman, they had waxed strong. Newman, as stated, was old and sick. He, therefore, leaned upon his deans. Durkee attempted "to centralize" the University in the president's office. This necessitated the curbing of the deans. While Thirkield united departments and thereby weakened the deans' influence, Durkee multiplied them with the same effect. The resignation of the dean of the Teachers College and the resignation of the dean of the Commercial Department, together with the creation of a Senior and Junior College, made new appointments necessary.¹⁴ The Commercial Department was reduced to a department of study in the College of Liberal Arts; the dean of Liberal Arts was transferred to the Junior College, and a new dean was placed in charge of the Senior College. A dean of Library Science, a director of Public Health, and a director of Evening Classes and Summer Session were also soon appointed.¹⁵ This multiplication of new and inexperienced deans and directors weakened the office. Simulta-

¹¹*General Catalogue*, 1907-1908, pp. 10, 16.

¹²*Opinion of Justice Peelle*.

¹³*Statement of the College Faculty*, 1904-1905; *M of B*, May 27, 1884, May 26, 1891, May 30, 1893, January 16, 1894.

¹⁴*Facts, Howard University*, 1918-1926, p. 3.

¹⁵*General Catalogue*, 1920-1922, p. 23; *Ibid.*, 1924-1925, p. 28.

neously with this multiplication of deans and directors, the president, in 1919, combined the office of the secretary of the University and the office of the treasurer of the University into the office of the secretary-treasurer.¹⁶ This officer was a valuable assistant to President Durkee in his efforts to curb the deans.

Thus, by 1920, the day of control by deans was over; a return to faculty control was in the offing, and faculty control was hastened by the World War.

The names of the deans, vice-deans, assistant deans, acting deans and directors of Howard University from 1867 to 1940 follow:

Aden, Alonzo J.	Gallery of Art	1932-
Adams, Numa P. G.	Medicine	1929-1940
Allen, Maryrose R.	Physical Education for Women	1930-
Balloch, Edward A.	Medicine	1908-1929
Banks, Alida P.	Dean of Women	1937-1939
Barber, Amzi L.	Normal and Preparatory	1868-1873
Bascom, William	College	1868-1873
	Law	1875-1876
Bauduit, William J.	Evening School	1920-1925
	Summer School	1923-1925
Booth, Fenton W.	Law	1922-1930
Briggs, Martha	Normal	1878-1879
Brooker, Nettie	Educational	1934-1935
Brown, Sterling N.	Correspondence Course	1912-1929
Burr, John H.	Physical Education for Men	1923-
Burton, Frank H.	Applied Science	1913-1915
Carroll, Harry Leroy	Physical Education	1915-1918
Childers, Lulu Vere	Music	1906-
Clark, Isaac	Religion	1901-1916
Cobb, James A.	Law	1922-1930
Cohran, Helen Hale	Women	1918-1922
Combs, John H.	Normal and Preparatory	1867-1868
Cook, George William	Normal	1889-1899
	English Department	1899-1903
	English and Commercial	1903-1905
	Commercial	1905-1928
Cook, John H.	Law	1876-1878
Cooper, Chauncey I.	Pharmacy	1938-
Craighead, James G.	Religion	1879-1891
Cummings, George J.	Preparatory	1885-1915
Davis, Clarence W.	Physical Education	1928-1936

¹⁶*General Catalogue*, 1919-1920, p. 21.

Davis, Edward P.	College	1929-1938
Davis, Harry Porter	Dentistry	1928-1930
Dean, Milton T.	Military Science	1919-1922
Dixon, Russell Alexander	Dentistry	1931-
Donawa, Arnold B.	Dentistry	1929-1931
Douglass, Joseph H.	Orchestra	1911-1913
Downing, Lewis K.	Engineering	1928-
Dyson, Walter	Evening School	1925-1932
Elliott, Susie A.	Dean of Women	1939-
Ewell, John L.	Religion	1891-1901
Fairfield, Frederic W.	College	1892-1907
Funa, Irene C. Tyler	Physical Education for Women	1891-1892
Fuhrmann, Charles Joseph	Pharmacy	1926-1938
Giles, Charles E.	Orchestra	1906-1908
Giles, William D.	Bandmaster	1906-1910
Goldberg, M. E.	Music	1873-1874
Graffam, Walter S.	Industry	1906-1909
Grant, Arthur R.	Glee Club	1911-1913
Greene, Richard T.	Law	1878-1880
Gregory, James M.	College	1878-1880 1882-1883
Hastie, William H.	Law	1939-
Hatfield, H. D.	Applied Science	1919-1928
Hawkins, Thomas Earl	Men	1933-
Holbrook, J.	Normal	1873-1874
Holmes, Dwight O. W.	Education	1921-1934
	Graduate School	1934-1937
Holmes, Eva Mae	Educational	1934-1935
Hood, Thomas B.	Medicine	1881-1900
Houston, Charles	Law	1930-1935
Houston, Joanna	Women	1931-1935
Jackson, Algernon B.	Public Health	1922-1933
Jenkins, Martin D.	Summer School	1939
Johnson, Joseph L.	Medicine	1940-1941
Joiner, William A.	Training School	1904-1910
Kennaston, Carlos A.	College	1887-1888
Lane, Wiley	Normal	1881-1883
Langston, John M.	Law	1868-1875
Leighton, Benjamin M.	Law	1882-1921
Lewis, Jesse Walter	Commerce	1928-
Lightfoot, George M.	Summer School	1925-1933
Loomis, Silas L.	Medicine	1868-1870
Logan, Joseph G.	Y. M. C. A.	1912-1914
Marchant, Bert L.	Y. M. C. A.	1911-1912
Marshall, Ernest J.	Physical Education	1909-1911
Mays, Benjamin E.	Religion	1934-1940
MacLear, Martha	Kindergarten	1910-1919
McKinney, Roscoe Lewis	Medicine	1932-1939

Miller, Kelly	College	1907-1919
	Junior College	1919-1925
Mitchell, William T.	Industry	1883-1888
Moore, Lewis B.	Education	1899-1919
	Summer School	1904-1905
Nelson, William Stuart	Religion	1940-
Newman, Lloyd N.	Medicine	1930-1932
Palmer, Gideon S.	Medicine	1871-1881
Parks, Edward L.	Dean of Men	1919-1926
Pelham, Gabrielle Lewis	Music	1905-1906
Perkins, Perry Blaine	Manual Arts	1909-1913
Phillips, Laura	Educational	1934-1935
Porter, Charles E.	Physical Training	1914-1915
Pratt, David Butler	Religion	1917-1934
Pratt, Mary B.	Kindergarten	1908-1910
Price, Joseph St. Clair	Summer School	1940
Ransom, Leon A.	Law	1940-
Reeve, John B.	Religion	1871-1875
Reyburn, Robert	Medicine	1870-1871
		1900-1908
Richards, Cyrus S.	Preparatory	1872-1885
Richardson, Mason N.	Law	1921-1922
Robinson, E. P.	Orchestra	1910-1911
Robinson, Merton P.	Physical Education	1918-1919
Robinson, Thomas	Normal	1874-1878
	College	1880-1882
		1883-1884
Ross, J. W.	Bandmaster	1910-1911
Stephens, William J.	Music	1892-1903
Stone, Warren C.	Law	1880-1881
Shadd, Furmann J.	Normal	1878-1881
Slowe, Lucy D.	Dean of Women	1922-1937
Syphax, Charles	Academy	1915-1919
Tancil, Elaine Whitney	Women	1931-1934
Taylor, William Edwin	Law	1935-1939
Terrell, Leonard E.	Chapel	1938-1939
Thompson, Chas. H.	College	1938-
Tibbs, Roy W.	Glee Club	1915-
Thurman, Howard	Dean of Chapel	1936-
Tuck, Helen Hale	Dean of Women	1918-1922
Turner, Anita J.	Physical Training	1914-1915
Turner, Thomas W.	Education	1919-1921
Vashon, George B.	Night School	1867-1868
Waller, Arthur O.	Social	1931-1933
Washington, Gladys O.	Physical Education for Women	1915-1918
Watkins, Grace Liscom-Hewett	Library School	1912-1916
Warder, Robert B.	College	1888-1892
Watson, Louis Lee	Physical Education	1924-1928

DEANS IN CONTROL

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Weed, Marcus O.	Normal	1873-1874
Wesley, Charles H.	Summer School	1937
	College	1937-1938
	Graduate School	1937-
West, William B.	Y. M. C. A.	1922-1925
	Dean of Men	1926-
Westcott, Lorenzo	College	1873-1875
	Religion	1875-1879
Weston, Walter N.	Industry	1889-1891
Whitcomb, F. C.	Manual Arts	1904-1906
Whittlesey, Eliphalet	College	1867-1868
Wilkerson, Doxey A.	Summer School	1938-1939
Williams, Edward C.	Library School	1916-1929
Williams, Edward F.	Normal	1867
Woodbury, Frank P.	Religion	1916-1917
Woodard, Dudley W.	College	1920-1928
Woodson, Carter G.	College	1918-1920

VIII. *The World War*

March 2, 1917, was the fiftieth anniversary of the founding of Howard University. For four days the occasion was celebrated with a sociological congress and a jubilee. On the first day, the trustees, the faculty, and the students marched through the city to the largest hall available. The assembly was addressed by the Secretary of the Interior, Franklin K. Lane, and by a bishop of the Methodist Episcopal Church, Wilbur P. Thirkield. That afternoon, the students sang Handel's *Hallelujah Chorus*. "The Lord God Omnipotent reigneth," they shouted. "And he shall reign forever and ever," was still fresh in the memory of many when, a month later, on April 19, 1917, the United States entered the most cruel and most destructive war yet waged.¹

This war and its aftermath so profoundly affected the University that it marks an epoch in its development. Suddenly, the campus became a camp; the curriculum became a course in war; gradually the faculty became more significant in University affairs and, finally, the campus was rebuilt.

The campus took on the aspect of war. Soldiers were quartered in the dormitories and in other buildings. When these were filled, four barracks were hastily thrown up. Mess halls were built; trenches were dug; sentinels stood around; guards were at the gates. All came and went by pass. At sunrise was heard the reveille; at sunset, the bugle call. It was war. Spite and slander flourished, for war is hell.

The continuance of these conditions combined with other factors led to several results during the administration of President Durkee. In his last *Report* to the Board of Trustees, June, 1926, this "war president" said: "I have been forced to see my plans go astray and a vast amount of needless delay which forced me to retire this year leaving projects unfilled."²

¹*Program of Exercises in Celebration of the Fiftieth Anniversary of the Founding of Howard University*, March 1-4, 1917, Washington, D. C. Howard University Library.

²*Annual Report of President Durkee to the Trustees*, June 30, 1926.

Professors, too, were forced to resign; others were slandered and libelled and blackmailed. Wrote one blackmailer:

Your reputation is worth at least a hundred dollars to you. Consequently, leave the above amount wrapped in a small package in newspaper in the trash basket in the men's lavatory in the library (campus). Leave it in the denominations of ten dollar bills. The hour to leave it there is 7 or 8 on Monday night, April 26.

If you either inform anyone or fail to do as we demand we will expose you and the lady in question to the campus, to the city and to the public in general thru the destructive channels of Negro Newspapers. We will inform the papers Tuesday morning if you have failed to do our bidding, this is the only warning. *Do not take it Lightly.*³

Several teachers were forced to resign under the impact of war hysteria. In a letter of June 16, 1925, sent by the secretary of the Board of Trustees to each of four teachers, who were asked to resign, was this statement: "I am also directed to add an expression of the Executive Committee's appreciation on behalf of the Board of Trustees of the services you have rendered since you have been connected with the University."⁴ Apparently these four teachers resigned *cum laude*. But others left without praise.⁵

The curriculum became a course in war. On November 19, 1917, a radio school was established at the University.⁶ On May 16, 1918, the United States, through the Department of War, practically took over Howard University. It had become necessary to train 300 picked colored draftees from the District of Columbia in "radio operation, carpentry, and electrical mechanics."⁷ Two months from the opening of this vocational school on the campus, a Student Army Instruction Camp was established at the University. Between August 1st and September 16th, 457 college men from 70 colleges were trained as military instructors to be placed at instruction camps through

³*The Morning Post*, Washington, D. C., May 9, 1926.

⁴*Minutes of the Executive Committee of the Board of Trustees*, June 15, 1925; E. J. Scott, Secretary of Board to each teacher, a letter; *General Catalogue*, 1925-26, pp. 12, 15, 20, 24 (footnote).

⁵*The Afro-American*, Baltimore, Maryland, June 16, 1928, p. 1, col. 8.

⁶Professors Lightfoot, Locke, and MacLear, "Howard University in the War—a Record of Patriotic Service," *The Howard University Record*, XIII, No. 4, April, 1919.

⁷*Ibid.*, p. 167.

the country.⁸ As a result of this camp, there were established in colored institutions twelve "A" or collegiate S.A.T.C. units, fifteen "B" or vocational units and twenty informal military training units at twenty other schools.⁹

During the commencement, September 14, 1918, the graduates from this camp presented the University a bronze tablet. It carried this inscription:

IN COMMEMORATION OF
THE WASHINGTON TRAINING CAMP HELD
AT HOWARD UNIVERSITY, WASHINGTON, D. C.
AUGUST 1 TO SEPTEMBER 16, 1918
AT WHICH FOUR HUNDRED, FORTY-FIVE SCHOOLMEN
REPRESENTING SEVENTY SCHOOLS AND COLLEGES,
PREPARED THEMSELVES ARDUOUSLY AND ARDENTLY FOR
THE MILITARY INSTRUCTION OF THE COLORED YOUTH;
UNDER THE COMMAND OF COLORED OFFICERS
TO WHOM SUCH A TASK, FOR THE FIRST TIME
ENTRUSTED, WAS BY THEM SIGNALLY ACCOMPLISHED.

BATTALION B STUDENT ARMY TRAINING CORPS

Lt. Russell Smith, C.O.
Lt. Fisher Pride, Adjt.
Lt. Harry J. Mack, Asst. Adjt.
Lt. Joseph H. Scott

COMPANY 1

Lt. Chas. M. Thompson, C.O.
Lt. Thomas Gregory
Lt. John H. Purnell
Lt. Ernest Smith

COMPANY 2

Lt. Campbell C. Johnson
Lt. John Love
Lt. Joseph Cooper
Lt. Harry J. Mack

To the men: Homage and hopeful salutation
To the Staff and the University: Gratitude and
the pledge of determination of the educated youth,
to pay, in the unsullied example of our patriotism in
the past, this new toll of the younger generation in
the war for Democracy; and to earn well their share of
tribute for its victorious establishment everywhere.¹⁰

By December 21, 1918, the date of the demobilization of the S.A.T.C., there had been trained at Howard University for war work and war instruction 1,786 men, as follows:

⁸*Ibid.*, p. 170.

⁹*Ibid.*, pp. 170-171.

¹⁰*Ibid.*, p. 170.

National Army Training Detachments.....	520
Students' Army Training Corps (Instruction Camp).....	457
S.A.T.C. A Section: College, Medical and Dental.....	388
S.A.T.C. B Section.....	421 ¹¹

While this number of men were being trained to kill, a smaller number were being taught to comfort and heal the dying and wounded. A Red Cross unit was organized among the young women students on March 21, 1917, and, the next day, was received into the District of Columbia Chapter of the American Red Cross. In the fall of 1917 the Circle for War Relief was organized in the girls' dormitory at the University to knit garments for the soldiers.¹² When the University was closed by the epidemic of influenza in the fall of 1918, a "Girls' Battalion" was organized but was abolished when school was opened a month later. During this period, the young women in the dormitories were put under military discipline, and drilled daily.¹³ Since the Y.M.C.A. work among Negroes was under the supervision of a trustee of the University, the University was doubly interested in that work. Twenty-eight Howard men—graduates, students, and teachers—entered the Y.M.C.A. activities, working in Africa, Europe and in camps at home.¹⁴

While the University was training colored soldiers, the Federal Government at Des Moines, Iowa, was preparing colored officers to lead these soldiers. The O.T.C. was opened for colored men on June 15, 1917, largely through the efforts of Howard University.¹⁵ When it was clear that no provision for the training of Negro officers was being made either by private interest or by the Federal Government, Dr. Joel Spingarn persuaded the University to take the lead in urging a separate camp for the training of Negro officers. A committee of Howard students, later organized as a committee of colored graduates from Lincoln, Union, Columbia, Harvard, Yale, and Brown, known as the Central Committee of Negro College Men, final-

¹¹*Ibid.*, p. 174.

¹²*Ibid.*, p. 176.

¹³*Ibid.*, p. 172.

¹⁴*Ibid.*, p. 177.

¹⁵*Ibid.*, pp. 164-165.

ly persuaded the War Department to open the camp at Des Moines.¹⁶ But said Spingarn,

The Officers' Training Camp at Fort Des Moines would never have been instituted without the inspiring enthusiasm and energy of the faculty and especially the student body of Howard University. For months I had labored in favor of the idea, and received very little encouragement except from a handful of men. But Howard backed the plan with all possible vigor and intelligence. I do not wish to underestimate the assistance given by other institutions of learning, but none of them deserves quite the same credit as Howard University.¹⁷

Twelve hundred and fifty men were admitted to this camp, as follows:

Two hundred and fifty from the regular army and one thousand from the various states and the District of Columbia on a pro rata basis. Approximately two-hundred Howard men joined the camp; the remaining eight-hundred representing men from fifty other institutions. Six-hundred and fifty-nine, were commissioned from this camp. Of this number ninety-five were Howard men. Eight members of the Faculty were included among those who received Commissions.¹⁸

The following Howard men were trained at Des Moines:

INSTRUCTORS

Barnes, William I.	1919	Goodloe, N. O.	1917
Bellinger, Louis A. S.	1914	Gordon, Eugene F.	1919
Booker, Elbert	1916	Green, Jesse J.	1918
Brown, Oscar	1920	Gregory, Thomas M.	
Bruen, C. Clifford	1917	Heslip, Jesse S.	1917
Camper, John E.	1917	Hodge, Adolph O.	1913
Canady, R. E.	1920	Hollomand, George C.	1918
Carter, John C.	1919	Houston, Charles H.	
Clifford, Jay Williams	1910	Hough, C. S.	1920
Coleman, Frank	1913	Howard, Charles B.	1918
Collins, Clarence E.	1920	Hunt, John R.	1912
Cooper, Joseph H.	1920	Hunter, Bush A.	1920
Curley, C. Benjamin	1914	Jackson, Maxay A.	1918
Curtis, Merrill	1917	Johnson, Campbell C.	1918
Deas, Jose M.	1918	Johnson, Ernest C.	1918
Dent, Thomas M.	1918	Jones, Joseph R.	1918
Diggs, E. W.	1910	Junson, Edward P.	1920
Ellis, Harry C.	1920	Key, G. R. F.	1918
Fairfax, N. C.	1920	Koger, L. G.	1918

¹⁶*Ibid.*, pp. 159-160.

¹⁷*Ibid.*, p. 165.

¹⁸*Ibid.*, p. 165.



President F. D. Roosevelt at Howard, 1936



Clarence Darrow at School of Law, 1931



Executive Committee of Board of Trustees, et al, 1939. From left to right, V. D. Johnston, C. C. Spaulding, V. D. Deyber, M. W. Johnson, J. E. Moorland, J. M. Nabrit, A. B. Hart,

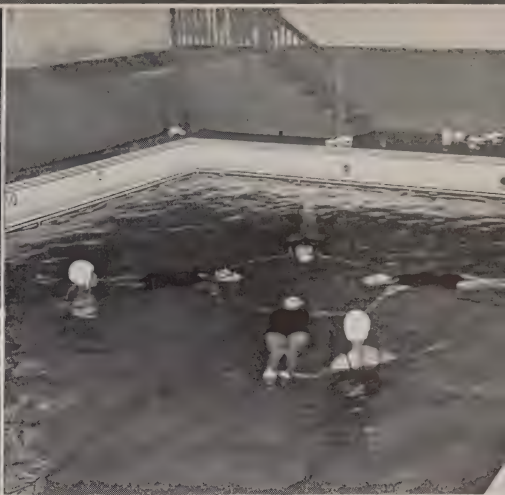


*Appropriation Committee at the University, 1935. First Row (from left to right), *Marion A. Zioncheck, D, Washington; *Edward T. Taylor, D, Colorado; M. W. Johnson, President; *Jed Johnson, D, Oklahoma; *Wm. P. Lambertson, R, Kansas; E. J. Scott, Secretary-Treasurer. Second Row (from left to right), E. P. Davis, Dean; A. W. Mitchell, D, Illinois; N. P. G. Adams, Dean; *J. G. Scrugham, D, Nevada; C J. Fuhrmann, Dean; L. K. Downing, Dean. Third Row (from left to right), B. E. Mays, Dean; D. O. W. Holmes, Dean; Lulu V. Childers, Director; R. A. Dixon, Dean*

*Member of the Committee. D is for Democrat, R is for Republican.



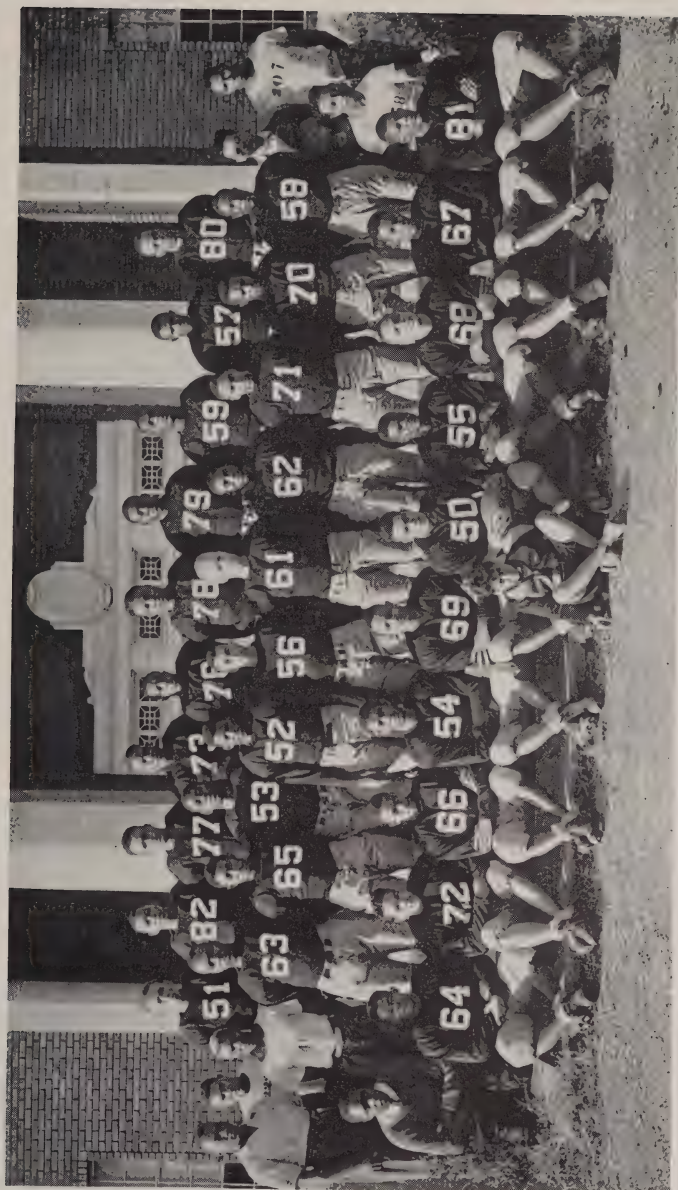
Board of Trustees, meeting held April 10, 1934. Present, 1, Dr. Emmett J. Scott, Secretary; 2, Dr. Leverett S. Lyon; 3, Dr. Albert Bushnell Hart; 4, Dr. Jacob Billikopf; 5, Mr. W. Justin Carter; 6, Dr. Charles H. Garvin; 7, Mr. Victor B. Deyber; 8, Dr. John R. Hawkins; 9, Mr. George W. Crawford; 10, Dr. Channing H. Tobias; 11, Dr. Louise C. Ball; 12, Dr. Thomas Jesse Jones; 13, Mr. C. H. Pope; 14, Dr. Peter Marshall Murray; 15, Dr. Sara W. Brown; 16, Dr. U. G. B. Pierce; 17, Dr. Abraham Flexner; 18, Dr. Mordecai W. Johnson, President; 19, Hon. J. C. Napier; 20, Dr. Jesse E. Moorland; absent from the picture, Dr. Walter G. Crump, Dr. George E. Bell, Mr. T. L. Hungate, Dr. P. B. Young, Dr. Marcus F. Wheatland



Physical Exercises, 1939



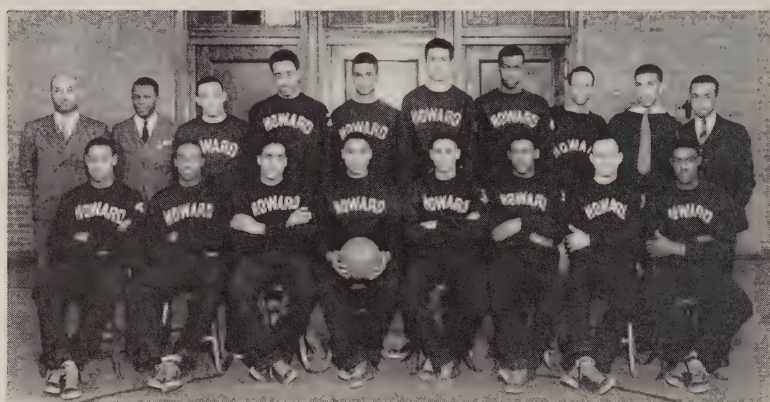
*Baseball game with University of Mainichi of Japan at the American League
Baseball Park, 1927*



Football Team, 1939



The Famous Cricket Team



Basketball Team, 1936



Football Team, 1903

Latimer, Benton R.	1920	Roberts, Chas. E.	1909
Lawson, Earl M.	1917	Rowe, John W.	1918
Lawson, M. D.	1919	Russell, Louis H.	1912
Long, H. H.	1915	Sewell, Shermont R.	1920
Love, E. A.	1913	Simms, Austin	1920
Love, John W.	1916	Steele, P. H.	1919
Marshall, Cyrus W.		Thompson, Charles M.	
Martin, James H.	1912	Thornton, Silas B.	1918
McAden, Moses B.	1916	Tulane, Victor J.	1919
Mazyeh, Walter H.	1918	Walters, Thomas H.	1919
Napper, Clarence T.	1917	Walton, Dewitt T.	1920
Nelson, William S.	1918	Waring, J. H. N., Jr.	
Owens, C. G.	1913	Watson, Louis L.	1917
Pierce, W. J.	1898	Wilson, Harry I.	1917
Polk, Charles C.		Young, William A.	1920
Pollard, Ernest M.	1910		

STUDENTS

School of Manual Arts and Applied Sciences

Brannon, Clyde R.	1919	Robinson, Peter L.	1920
Piper, Percival R.	1917		

Commercial College

Prout, William Oliver	1918	Taylor, Eugene	1917
Sechrest, John L.	1917		

Academy

Alexander, Fritz W.	1918	Marshall, Alfred E.	1918
Anderson, Thomas C.	1917	Mitchell, William	1918
Knox, J. W.	1917	Pannell, W. Eugene	1916
Lucas, L. B.	1917	Rudd, Edward P.	1915

Academy (Classification unknown)

Hurt, Frederick A.	1903-1907	Smalls, W. Robert	1906-1908
Richardson, D. C.	1908	Wilson, James N.	1900-1902

College of Medicine

Cabaniss, George W.	1890	Lathers, Christopher C.	1914
Cornish, Louis A.	1898	Lee, E. H.	1915
Dandridge, E. A.	1909	Moore, J. G.	1911
Harris, Charles T.	1917	Wallace, James C.	1916

College of Dentistry

Barnes, George S.	1917	First, D. J.	1917
Carroll, R. H.	1911	Middleton, Louis R.	1918
Dunn, Moses B.	1916	Wily, M. B.	1915
DeHaven, B. B.	1912		

College of Pharmacy

Davis, William E.	1914	Harris, Andrew W.	1917
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School of Law

Burrell, William H.	1913	Dickerson, Ernest O.	1912
Corbett, Chesley E.	1908	Dunning, Benjamin F.	1918

Dunn, Henry E.	1913	Murray, George H.	1914
George, Clayborne	1917	Myres, John H.	1907
Godman, Leroy H.	1905	Pinckett, H. J.	1906
Grasty, Tawson S.		Powell, James C.	1919
Gray, T. H.	1906	Randall, P. J. Clyde	1908
Harris, M. F.	1913	Stockett, James M., Jr.	1914
Lane, Charles E.	1916	Smith, R. B. H.	1907
Lewis, Garrett M.	1918	Thornton, Joseph A.	1913
Mehlinger, Louis F.	1919	Treadwell, Mervin J.	1917
Morris, James B.	1915	Ware, Alonzo	1913

Classification Unknown

Brown, William H.	Nelson, Thomas B.
Greenlee, N. B.	Patton, N. C.
Johnson, Robert E.	Proffitt, M. Julius, Jr.
McKaine, Osceola E.	Scott, James E.
Neely, H. G.	Wimbush, C. C. ¹⁹

Prior to May, 1918, the following Howard men had enlisted:

College of Liberal Arts and Sciences

INSTRUCTORS

Lieutenant Frank Coleman	Lieutenant T. M. Gregory
James F. Gregory, Y.M.C.A.	Lieutenant J. H. N. Waring, Jr.

Class of 1916

Geo. C. Hall, Y.M.C.A.	Fred D. Malone, Y.M.C.A.
------------------------	--------------------------

Class of 1917

Cato Adams	Lieut. Jesse H. Heslip
John L. Berry	Lieut. Robt. R. Penn
A. L. Christian	Lieut. Chas. M. Thompson
Lieut. Merrill H. Curtis	Lieut. Louis L. Watson
Lieut. Nathan A. Goodloe	

Class of 1918

Lieut. E. L. Booker	Lieut. Maxcy Jackson
Lieut. Chas. C. Bruen	Lieut. Ernest C. Johnson
Lieut. A. T. Coleman	Lieut. L. G. Koger
Lieut. T. M. Dent	Lieut. Walter Mazyck
Lieut. J. J. Green	Lieut. Louis Middleton
Sergt. Corrie Hawk	Lieut. Wm. S. Nelson
Lieut. Geo. Hollomand	Lieut. Chas. M. Thompson
Lieut. John Howe	

¹⁹Howard University's Quota at the Reserve Officers' Training Camp, Fort Des Moines, Iowa, July 22, 1917. A photograph by Hebard & Showers, Des Moines, Iowa. This photo and another photograph labeled What was left of Company 1, 368th Infantry, after their return from overseas are in the office of Walter Dyson on the campus.

Class of 1919

Lieut. Wm. I. Barnes
Lieut. John C. Carter
Lieut. Norwood C. Fairfax
Daniel Giles
Sergt. Robt. H. Green

Hawes H. Hamilton
Lieut. C. C. Johnson
Sergt. John J. Riley
Lieut. Thomas H. Walter
Lieut. C. D. White

Class of 1920

S. S. Anderson
Wm. H. Beaman
Clyde E. Bell
Robt. P. Bently
Oscar Bragg
John H. Broadnax
Lieut. Oscar C. Brown
Sydney P. Brown
Waverly L. Crawford
Lieut. Bush A. Hunter
Lieut. Chas. B. Hough
Louis A. Ivey

Edw. Jimson
James Joyce
Milford Kimmey
Lieut. Benton R. Latier
Madison D. Lawson
Thos. H. Lloyd
Lieut. Shermont R. Sewell
Lieut. Austin Simms
Lieut. Victor Tulane
A. D. Watson
Herbert A. White

Class of 1921

William T. Burke
Roland Groomes
Chas. S. Samford

George C. Stewart
Priv. E. B. Taylor

Teachers College

INSTRUCTORS

Clarence A. Guillot

Lieut. H. H. Long

Class of 1917

Lieut. Earl M. Lawson

Lieut. Mosbey M. McAden

Class of 1918

Thomas A. Lemon

Maurice Reid

Class of 1919

Lieut. Percy H. Steele

Class of 1920

Clyde E. Keith

School of Manual Arts and Applied Sciences

Class of 1917

Lieut. Frank Coleman

Lieut. Percival Robert Piper

Class of 1919

Lieut. Clyde Rufus Brannon

Class of 1920

Lewis King Downing, Engineer Reserve Corps

Class of 1921

John Tyler Phillips, Naval Reserve Corps

School of Theology

Class of 1895

Rev. Alfred T. Clark, Y.M.C.A.

HOWARD UNIVERSITY

Class of 1916

Rev. Edgar A. Love, Army Chaplain

Class of 1917

Rev. Fletcher Bryant, Y.M.C.A.

Rev. Arrington S. Helm, Army
Chaplain

Class of 1919

Arthur T. Coleman, Y.M.C.A.

Class of 1920

James A. Atkins

Walter E. Stanley

School of Medicine

INSTRUCTORS

Dr. Roy D. Adams

Dr. Willard M. Lane

Dr. A. L. Curtis

Dr. Henry P. Parker

Dr. Louis C. Ecker

Dr. Albert E. Ridgeley

Dr. William G. Erving

Dr. R. B. Thomas

Dr. T. E. Jones

Dr. Tom Williams

Dr. H. H. Kerr

Class of 1916

College of Medicine

E. E. Calloway

E. C. Wiggins

W. W. Cooper

College of Dentistry

J. C. Brazier

I. O. Westmoreland

A. G. Davis

Class of 1917

College of Dentistry

G. S. Barnes

D. J. Firse

N. K. Christopher

R. B. Teabeau

L. H. Cork

College of Pharmacy

N. A. Cabell

A. W. Harris

W. R. Chavis

A. C. Toodle

Class of 1918

College of Dentistry

L. R. Middleton

College of Pharmacy

B. H. Green

C. I. Watson

W. B. Hall

E. G. Woods

E. O. Snowden

Class of 1919

College of Medicine

F. P. Williams

Class of 1920

A. M. Morton

College of Dentistry

L. S. Suter

L. M. Verdun

Class of 1921

J. F. Barnette
C. M. Parker

P. D. Johnson
J. Q. Nicholas, Jr.

College of Pharmacy

A. E. Crampton

M. S. Sumner

School of Law

INSTRUCTORS

Prof. Dion S. Birney

Class of 1911

Afue McDowell

Class of 1913

Lieut. Henry E. Dunn

Class of 1914

Lieut. James M. Stockett

Wm. E. Watkins, Y.M.C.A.

Class of 1915

Robert B. Crumpler
Mitchell A. Davis

Lieut. James B. Morris

Class of 1916

Chester H. Crumpler

Lieut. Chester E. Lane, Jr.

Class of 1917

Lieut. J. Clayborne George
Robert S. Harrison

Roy J. Lowe
James F. Wilson

Class of 1918

Joseph G. Browne
Lieut. Benjamin F. Dunning
George E. Hall, Y.M.C.A.

Thompson Kirksey
Lieut. Garrett M. Lewis

Class of 1919

Benjamin H. Gwathney
Carl R. Johnson

Webster S. Lyman
Captain Louis R. Mehlinger

Class of 1920

Samuel L. Brooks
Harry M. Greene
DeForest C. Jackson, Navy

Louis H. Portlock
Ralph H. Smith
George A. M. Webster, Navy

The Academy

INSTRUCTORS

Lieut. Frank Coleman
Lieut. Cyrus W. Marshall

Lieut. Louis H. Russell
Lieut. James H. N. Waring, Jr.

Class of 1917

Cannon Brooks
William T. Burke
Waverly L. Crawford
Ferdinand E. Fisher
Lieut. John D. Henderson
Sergt. William G. Herbert

Louis B. Lucas
Richard S. McGhee
Gilbert H. Moody
Lieut. Wilbur E. Pannell
Seth F. Stewart
Frank Lloyd Swann

Class of 1918

John R. Baker
 Corp. David L. Best
 Ulysses G. Brooks
 Melvin W. D. Cuffee
 Earl Florence
 Eli Green
 Edmond R. Jacobs

Dan L. Jones
 Fleming A. Jones
 Charles O. Lancaster
 Serg. William Mitchell
 Lieut. Alfred E. Marshall
 Lieut. Humphrey C. Patton
 John T. Pendleton

Class of 1919

Lieut. Fritz W. Alexander
 Richard A. Alston
 Robert A. Black
 Andrew S. Burton
 George W. Gregory
 Harry C. Hardwick

Lieut. John W. Knox
 Leon A. Peterson
 Samuel Rayford
 Ralph C. Warricks
 Roscoe W. Wright

Class of 1920

Shaphan O. Best
 Christian M. Grousse
 Clinton M. Holland

Jesse H. Walker
 Stanley P. Williams

Class of 1921

Britton C. Baskerville

Henry C. Edward

The Commercial College

Class of 1913

Lieut. Clarence B. Curley

Class of 1916

Lieut. Oscar Cicero Brown
 Clerk William A. Deam
 Sergt. Louis Henry Portlock

Julius E. Proctor
 Sergt. Claude C. Stuart

Class of 1917

Reg. Sergt. Major Claude Wesley Blackmon

Robert Burton, Howard
 Ernest L. Cook, Clerk
 Obediah M. Foster
 Relton J. Henry, Clerk
 Clerk Roy L. Rowe
 Allen N. McKenzie
 Leroy J. Oliver, Clerk

Clinton W. Pierce, Clerk
 Corp. Eugene A. Taylor
 Corp. Meldrim Tucker
 Harmon Unthank, Clerk
 Augustus D. Warson, Sg. Corps
 Charles O. Wilson, Navy
 Arvey W. Wood, Clerk

Class of 1918

Clerk Edward Weeks Brown
 Alvin Dunbar Burroughs

John D. Cameron
 Clerk Hardy Blaine Ruffin²⁰

Of the influence of the war upon Howard men, some wrote in poetry and some in prose. In prose came these messages from the men at the front:

²⁰George William Cook, Secretary of the University, *The Howard Men Enlisted Prior to May, 1918*, Howard University Press, 1918.

We are thrilled with determination when we know of the cooperation given our people at home. It is great to know that the efforts of all, down to the weakest, are for a single purpose.

It is pleasing for us to read in our American papers, printed in France, of such work as is accounted for in the following quotation taken from a paper of Oct. 6, 1918: "Most impressive ceremonies marked the opening of the Students' Army Training Corps at Howard University."²¹

My regiment is in the trenches and has been there for some time. * * * Our boys have been under fire and have deported themselves well. What General Pershing said about the low casualty among Colored Troops is true. Speaking of General Pershing reminds me to say that he reviewed the troops and said that he had the highest regard for Colored Soldiers because you could always count on them. * * * The first Separate Battalion of Washington, D. C., has had the honor of holding perhaps the most famous Hill in France. * * * I may say that I am the first Colored Chaplain to land in France.²²

I am the senior chaplain of the 372nd Infantry Regiment. My regiment was in the recent fall drive which Gen. Foch launched in the month of September. In the particular sector in which we were the black troops were well represented. We are in a French division, along with another colored regiment, so whatever praise is given, is to be shared alike by the Moroccans, the colored Americans and the French. The French general complimented the colored Americans very highly. He addresses us as "friends" from the bottom of his heart. Gen. Gaybet has been a soldier all of his life and what he says naturally carries with it a great deal of weight. He expresses his gratitude to us colored Americans for the glory which we helped to contribute to his division. Gen. Gaybet goes to state in his letter of commendation that he always had full confidence in us; but we have surpassed his hopes.

Our boys fought hard for nine days. During that time we progressed five miles in the face of powerfully organized defenses; we took nearly 600 prisoners; captured 15 guns of different calibres; 20 minewerfers, and nearly 150 machine guns. We secured an enormous amount of engineering material and important supplies of artillery ammunition. Of course, we were backed by the French artillery.²³

I have been in full command of my company, during the absence of my captain at a school for specialists, ever since the first weeks of my stay in France. I led them to the trenches. I have confidence in every man in the 92nd Div., and feel that, as our forefathers have done, we can do and even better. Their morale is fine.

Continue your prayers of us, and we shall soon return. Our success is bound to come.

²¹Lieut. Oscar C. Brown in *Howard University Record*, November, 1918, XII, No. VI, p. 28.

²²Lieut. Arrington S. Helm, Chaplain, *Howard University Record*, XII, No. VI, November, 1918, p. 28.

²³Lieut. Arrington S. Helm, Chaplain, *Howard University Record*, XII, No. VII, December, 1918, p. 45.

As for the morale of our boys, I hardly think it would be necessary for me to mention anything. They are simply living up to the examples set for them by those who have gone before us. As you see, we are face to face with the Hun, and we expect to make him fear our presence even more than he has advertised his fear prior to our entrance into the trenches. He has certainly expressed a fear for us.

The Howard quota of officers has swollen considerably, due to the fact that many Second Lieutenants have been commissioned since being drafted or inducted into the service. I have seen much of the old and the new students of Howard both as officers and enlisted men. We shall make history for our Alma Mater.²⁴

One striking thing is the wonder wrought by the French Spirit. When one, traveling for days from department to department, village to village meeting the people, hearing sad stories of bygone days, seeing the destruction to property and suffering among old people, women and children in general, I say, when one experiencing such can hold back of it all the determination to continue, the sacrifice to the cause, the consecration to the undertaking now for many years' duration, he must conclude the "Spirit" of the French is a power.²⁵

We are near the front. The continuous roar of the 75's and the frequent battles in the sky make us long for an actual taste of Over the Top. The work is very stiff. We are truly loyal sons of Howard, and shall live the manly and noble principles that Howard has instilled into us.²⁶

There are several Howard men here. We get together as frequently as we can. You may doubt it, but I am sure that the 'front lines' echo with the tender words of Alma Mater about as much as, or even more than, the grand old buildings on Howard's campus. We make the front, and occasionally the rest billets, approach the Howard spirit as much as possible. Lieut. Goodloe and I are still together. At present he is doing great work as counsel before the greatest court-martials of this force. I am a member of a court, therefore I am silenced so far as arguing is concerned. I hand down decisions now. Lieut. James Scott is doing good work. Tim Dent has been praised by the division commander for bravery in no man's land.

I would like very much for you to see the skies now while an air battle is going on. The Boche is trying to drop us a bomb, but the anti-craft guns are too much for him.²⁷

I am sure that you will be interested to know that the Howard men in the

²⁴Lieut. Linwood G. Koger, *Howard University Record*, November, 1918, XII, No. VI, p. 29.

²⁵Lieut. Clarence B. Curley, *Howard University Record*, November, 1918, XII, No. VI, p. 29.

²⁶Lieut. J. S. Heslip, *Howard University Record*, November, 1918, XII, No. VI, p. 29.

²⁷Lieut. J. S. Heslip, *Howard University Record*, XII, No. VII, December, 1918, p. 44.

92nd Division are doing splendid work. The men who have especially done well are Lieut. Oscar C. Brown, the Adjutant of the 351st Machine Gun Battalion. Though young, he is considered the most efficient Adjutant in the 92nd Division. He intends to return to Howard on his return and finish his education. Capt. Spahr H. Dickey, Company B, 351st Machine Gun Battalion, did wonderful work on the Vosges, Argonne and Toul Sectors, and is the only Captain of the 92nd Division who saw service on the three fronts. He was also graded as an excellent machine gunner in the First Army Corps School in France. Lieut. Frank Coleman, 368th Infantry, did fine work in the Argonne Forest; also Lieut. Nathan O. Goodloe, 368th Infantry Machine Gun Company. Capt. T. M. Dent did such fine work in the Argonne Forest that he received his captaincy for his service there.²⁸

I am now somewhere in France. I am at present with the 351st heavy field artillery. The weather here is very different from that in the United States. The people over here are very conservative and wear the costumes and follow the manners of 2 or 3 hundred years ago. The little boys wear long black aprons. The old men wear long streamers in their hats. Oxen and cows are driven to carts as well as little donkeys. All houses are of stone and candles are in vogue. The people eat brown bread. The peasant farms are small and much trucking is done. Fences are made of high dirt walls. Buckwheat, barley, grape (censored). White potatoes are raised in small patches. A few chickens are raised. The farms are mostly in low, swampy grounds and there is much more waste land than I expected to see. They say the cradle, sickle and old time threshing machine are still used in most places. There are many small woods. Most parts of the land are dotted with fortifications built many, many years ago.

The people here are very democratic and hospitable to strangers, especially Americans. On every corner there is a wine shop, wine being one of the chief drinks of the French people. They drink it with every meal. Most places show little signs of modern progress.

I would like to talk more on problems personal and on the war but circumstances forbid. I hope to be transferred to hospital service before long. You may write to the following address.²⁹

There is one strange hope that I have before peace or the cessation of hostilities comes. We are before one of the most formidable of German cities and it is my fondest wish that before the finish the honor be given to our black boys to advance into that city and that the way be paved by the big guns on this front that are manned by other black boys. I am afraid that an armistice will rob us of this honor but it will mean that we will be home that much sooner. I believe that we can hardly get back under six months.

Last Saturday I went up to the front to establish an advanced dressing sta-

²⁸Lieut. B. F. Seldon, *Howard University Record*, XII, No. 1, January, 1919, p. 39.

²⁹E. H. Miller, A.B., B.S., in Ed. 351 F.A., American Exp. Forces. Somewhere in France to Walter Dyson, September 12, 1918.

tion—it was my first visit to the front since I left the old regiment. I established a station in a half demolished village that was only a few weeks ago occupied by the Prussian hordes. For four years the Germans had occupied this village and, of course, the village had become typically German. There were German signs everywhere and in many instances the French words had been simply eradicated by two lines and the German name written above. It seems that the folks over here are great believers in signs, because they don't fail to mark anything—except the bath houses. These are mighty hard to find. The village was quite the most interesting one I have seen despite the devastation. I wandered around the town and was able to gather quite a number of souvenirs, but I am afraid that I shall have to abandon them because I shall have a hard time bringing them over to America.

My aid station is located in what was formerly headquarters for the German commanding officer. All that you have read about the luxuriousness of the dugouts occupied by the German officers is absolutely true, because from what I have seen they really enjoy themselves. This particular dugout has electric lights, carpet on the floor, and even an electric push button near the officer's bed. He had a chaise lounge and pictures on the wall. I have a German stein that I found on the table; it was half-filled with beer. There were many of these found in other dugouts also.

The only consolation that we had in finding this luxury was that we could utilize it for the comfort of the black boys who came back bleeding and wounded. We thank the Hun very much for his work in making the place comfortable. I neglected to tell you that there was a piano on the floor above. This dugout withstood the onslaught of our guns and I know that it will withstand the shells that they will throw on it.

Tuesday morning I went up again to inspect my station and to carry a few more supplies. I went up in one of my motor ambulances and I had the most thrilling experience, as well as the nearest approach at losing a limb or two, that I have had since I have been over here. We were driving along and had just entered a town, when all at once there was a loud noise and a shell burst directly to the side of the car. The only thing that saved us was that the shell fell behind the wall and the wall was strong enough to keep the bursting shrapnel off of us. Then for fully a half hour we had to traverse a road that was being shelled. Often had I read and seen pictures of automobiles on shelled roads, but I have had the experience now. We could not turn back because they were shelling the road back of us. The only thing we could do was to speed up, and we did. The men have named this particular stretch the "valley of death," and it is a good name because the Boche has worn it out with his gas and shells; and it is about as barren a space as I have ever seen. As hazardous as this experience was, I am glad now that I had it.³⁰

The following poem composed by a Howard student was inspired by the war:

³⁰Capt. Charles H. Garvin, *Howard University Record*, XII, No. VII, December, 1918, pp. 43-44.

TO THE UNKNOWN SOLDIER

What means this sad yet gorgeous sight?

What means these flowers so rare?

Is all this splendor, all this pomp,

For one dead soldier there?

Who is this warrior bold deceased?

What glory does he claim?

What honor to his country brought

That merits him this fame?

What valiant deeds did he perform

On Flanders' reeking strand?

Was he like mighty Ajax, chief

Of some heroic band?

Did he into the battle's din

Rush in midst shot and shell

And stay until he lifeless sank

Amid that raging Hell?

What matter what of honor, fame,

He had his country brought?

What matter whether in the strife

Great deed of arms he wrought?

Think not of glory—but a breath!

But think of what he gave:

Ambition, loved ones, even life,

His native land to save.

In him a grateful nation shrines

Her nameless heroes lost:

Reveres her sons who with their life

Paid war's supremest cost.

This tribute breathes a nation's prayer,

That war fore'er may cease:

That o'er this bleeding earth may dawn

A day of lasting peace.³¹

A war waged to make the world safe for democracy caused many a person to consider his place in the democratic scheme of things. Especially was this true of the school teacher. Poorly paid and with little or no voice in determining the conditions under which he or she must work, the teacher began to fight for democracy in education.

³¹"To The Unknown Soldier," *Howard University Record*, March, 1924, XVIII, p. 293. (Composed by Lorenzo J. Greene, '24, November 11, 1921.)

Early in the war the Federal Government began to rely upon the schools to win the war. The struggle soon demonstrated beyond a doubt that the schools were of great national importance. The selective draft revealed 700,000 illiterate males in the United States between the ages of 21 and 31. The census for 1910 had recorded more than 5,500 illiterates over ten years of age. The draft also revealed that over 700,000 of those examined were physically unfit for military service. So important was education to the successful outcome of this struggle that for a year or more many of the schools of the country were practically closed while their teachers and students served the state.³²

The teachers returned to their work, determined to make the schools safe for the teachers. They had worked to make the world safe for democracy; now they would work for democracy in education. They had fought autocracy abroad; they would now fight autocracy in the schools. Fortunately for the determined teachers—made more militant by their war experience—there was ready at hand an organization. On April 15, 1916, the American Federation of Teachers, an affiliate of the American Federation of Labor, had been organized. "Democracy in Education; Education for Democracy" was their slogan.³³

The Howard University Union was the first union chartered to include college and university teachers in its membership. Local No. 33 at Howard University was chartered November 18, 1918.³⁴ The first Local at the University of Illinois was chartered about February 21, 1919; the teachers of Greater Boston were chartered April, 1919, and the Associated Teachers Union of New York City was chartered about April 21, 1919.³⁵

³²*The Towner Educational Bill*, H. R. 15400, 65th Congress, 3rd Session, introduced January 30, 1919—"Brief Analysis of the Bill."

³³Gustav Schulz, Secretary, *The Association Teachers Union of New York City*, December 12, 1919; "Harvard Teachers' Labor Union," *Baltimore News*, April 21, 1919.

³⁴See the original charter in possession of the Department of History of Howard University.

³⁵*H.T.U. News* issued by Howard Teachers' Union, Local No. 440, A.F.T. 11, No. 2, February, 1938, "Unionization of College Teachers," p. 1. This statement is not accurate in respect to dates in some instances.

The aim of the chapter at Howard University was to secure for the teacher a voice in determining the conditions under which the teacher must perform his tasks. To that end on March 31, 1919, a committee appointed by the faculty submitted a report on: "Rules for Cooperation between Faculty, Officers of Administration and Trustees of Howard University."

This committee proposed: that a general faculty composed of all teachers "who are under appointment for more than one year" be organized; that a committee of five elected annually by the general faculty and known as the Committee on Administration be established "to make recommendations to the President and the Trustees with regard to all appointments, dismissals, promotions, demotions and compensations of all officers of instruction of the university, whenever such matters have been referred to it, or whenever it considers such recommendations desirable." This committee also proposed that the Committee on Administration have authority to confer directly with the Trustees whenever the president of the University and the Committee on Administration could not agree; also that one or more members of the Committee on Administration "be present at the meetings of the Trustees or Committees of the Trustees, while the matters with which they are concerned are presented and acted upon." It recommended that:

Every year at the last regular meeting of the Faculty preceding the mid-year meeting of the Board of Trustees, the General Faculty shall by ballot, nominate three of its members for the office of trustee of the university. These nominations shall be reported by the President to the Committee on Nominations of the Trustees, and from them the Board of Trustees shall elect at least one trustee, each year, to hold office like the other trustees for three years.³⁶

Nothing came of this *Report*. While it was not officially a report of the Teachers Union, the members of the Union were individually in support of it. The Union, as such, was powerless. It had in the beginning rendered itself impotent when it declared in its constitution "against the strike" and relied "on the power of organized numbers." Unfortunately the Union was always weak in numbers; 38 members was its largest en-

³⁶*Report of Committee on Cooperation*, E. Albert Cook, Chairman; N. P. G. Adams, Secretary; E. L. Parks, H. D. Hatfield, and Walter Dyson.

rollment from a total faculty of 125. These 38 were members of the undergraduate departments. In these departments the teachers' load was heaviest, his pay less, his degradation deepest. After struggling desperately for about two years the Union ceased to exist.³⁷ During 1935, another Howard Teachers Union, Local 440, was chartered by the American Federation of Teachers. By means of a mimeographed sheet called the *Howard Teachers' Union News*, issued from time to time, this Union began a campaign of education.³⁸

Nevertheless, gradually and indirectly, the faculty did secure a measure of relief and a larger voice in the affairs of the University. The efforts of the presidents of the University from 1906 to 1940 to unify the school, indirectly and gradually elevated the teacher to a place of greater significance. By the appointment of other strong administrative officers, the authority of the deans was curtailed. This curtailment relieved the teachers. After 1926 the elevation of the position of the teacher was more direct. This came about through the policy of the administration to give more authority to the heads of the departments of study. Prior to 1926 many relatively insignificant details of administration were handled directly by the president or Board of Trustees. If a teacher, for example, wished to absent himself for a period of a day or more, he was compelled to apply directly in writing to the president. Witness the following regulation:

Resolved, That all officers and teachers desiring to absent themselves from their duties in the University, shall make application in writing to the President, stating the object of the absence, the time to be spent and the provisions made for their classes, which shall be satisfactory to the President whose permission must be previously secured in writing. The said permission shall be reported to the Secretary.³⁹

Also prior to 1926 the teacher's academic load, the size of his class, the number of his hours and the selection of text-books, were determined by the president and the Trustees. It was voted that,

... in the future the amount of classroom work assigned to professors shall

³⁷The *Minutes* of the Union, in possession of Walter Dyson.

³⁸*H.T.U. News*, issued by Howard University Teachers' Union, Local No. 440, A.F.T.

³⁹*M of B*, February 6, 1914.

be a minimum of 15 hours per week for a dean, and 18 hours per week for a professor, an associate professor, an assistant professor, and an instructor.

Second—Beginning classes should not be organized with less than 25 pupils and that no smaller classes should be organized without expressed authority from the President of the University, and that so far as possible the maintenance of small classes be avoided.

Third—In the matter of the adoption of text books, we direct without desiring to curtail in the least the fullest exercise of the professors' privilege to select such text books as may best suit their needs, that in the future new textbooks, selected by the professors, shall first receive the approval of the Faculty and of the Executive Committee before they are used in the University; and further, that the use of a text book shall not be discontinued except by the same course of procedure.⁴⁰

Since 1926, the departmental faculties have had more and more control of the details of administration.

Another step by the Trustees of the University, which dignified the position of the teacher, was taken during 1933 and 1934, when a Tenure of Office plan and a Retirement plan were adopted. Under the former plan, all instructors were given a one-year tenure of office; assistant and associate professors were appointed for two years; while professors and all administrative officers were placed upon a permanent tenure. The retirement plan required each teacher and officer to contribute 5% of his annual salary to a fund, to which the University contributed 5% or more, with which to purchase upon his retirement at the age of 65 an annuity of not less than one-third of his salary. In many details these two plans were not satisfactory to members of the faculty. Nevertheless, they dignified the teacher by rendering his position more secure.⁴¹

⁴⁰*Minutes of the Executive Committee of Board of Trustees*, January 30, 1914.

⁴¹This retirement plan has been amended.

IX. *The Faculty*

It was a difficult task to select a teacher, although many applied. To be doubly sure that a teacher would be in hearty sympathy with the object of the school, Christian character and Republican principles were made the prime prerequisites. A liberal education was of secondary importance. Every officer of the school had to be first a "member of some Evangelical Church," then subscribe to "Republican-Protestantism," and finally have a "liberal education."

And these were the qualifications emphasized by the applicants.¹ Special fitness for a position was considered of little importance by the applicant. A doctor of medicine, for example, applied to teach—not medicine, but "vocal music" and "pennmanship."² Another doctor of medicine, this time a woman, wished to teach "printing, drawing, painting, gymnastics, physiology, hygiene, reading, and to be the young ladies' physician."³ A gentleman "about seventy years old, but quite vigorous for a man of that age" wished "some absorbing work" to divert his mind "from the death of his wife," especially since his heart was "set on teaching colored men and women." He was willing to teach anything except "reading, writing, and singing" for his "board and travel."⁴ A son of an abolitionist applied for a position. His father's house on the Ohio River had been "egged" in 1838. He wished to teach "Latin, Greek, or the English language and literature."⁵ Another who had refused to sing the "National Hymn, America, till since the war" applied to teach but named no subject.⁶

In 1872, the faculty of the College made a vigorous protest against the appointment of teachers upon general fitness. It

¹*Annual Report of Howard University*, 1867-1868, p. 10.

²Chase Rays to Howard University, 1869 (see files for 1869).

³Mrs. C. P. Chapman to Howard University, March 23, 1870 (see files for 1870).

⁴T. E. Sulist to "Dear Friend," November 8, 1869; M. H. Doolittle to Gen. Howard, December 10, 1869.

⁵W. D. F. Lummis to Gen. O. O. Howard, August 22, 1870.

⁶R. W. Gilliam to O. O. Howard, July 13, 1869.

was unanimously of the opinion "that a candidate for a permanent position of the faculty should have special attainments and aptitudes for the place and enthusiasm for the class of studies to be committed to him."⁷ However, specialization to any appreciable degree was not required for a position as teacher until the second quarter of the twentieth century. In 1899, for example, the professor of criminal law was also the professor of agriculture and dean of the department.⁸ Eight years later, another person was simultaneously professor of "history, political science, economics, etc."⁹ And in 1908, the professor of political science was also the professor of economics, treasurer of the University, dean of men, assistant to the president, and head of the religious work of the University.¹⁰

Teaching was not the chief function of a teacher. The title "Professor" was a misnomer. The teachers were tutors. It was the duty of the faculty to register students, honorably dismiss, expel, or recommend them for graduation. In addition, the faculty supervised the janitors, all movable property and the buildings. The records report a meeting of the faculty in which it solemnly discussed the use of poison to exterminate bed bugs in the boys' dormitory. Furthermore, the teachers were requested, in emergencies, to solicit new students, to collect money for salaries and for the University in general.¹¹

When administrative officers were appointed, these tutorial duties were transferred to them. At first, these administrative officers were chosen by the faculty. Not only the deans but also the secretaries, the treasurers, and the coaches were for many years teaching members of the faculty. In 1889, the faculty lost the privilege of electing its dean; in 1919 a University registrar was appointed by the Trustees; in 1919, the University treasurer began to collect all fees. A dean of women and a dean of men were appointed by the Trustees in 1919.¹²

With the transfer of these duties from the teachers to administrative officers, went also many privileges of the faculty. For

⁷*Resolution of the Faculty*, February 9, 1872, sent to the Board of Trustees.

⁸W. H. Hart.

⁹William Tunnell.

¹⁰Edward L. Parks.

¹¹*Report of Dean Loomis*, July, 1870.

¹²*General Catalogue*, 1919-1920, p. 21; *Facts, Howard University*, 1918-1926, Washington, D. C., 1925, p. 3.

many years, the initiative in the appointment of teachers, in their promotion, in their dismissal, and in the amount of their salaries, was among the privileges of the faculty. The control of the curriculum was a faculty matter. And, prior to 1875, members of the faculty sat on the Board of Trustees. In 1870, the Trustees decided "that each Department of the University be represented by some member of the faculty chosen by the faculty which he represented with a voice, but without a vote, except when the Board of Trustees elected to go into secret session."¹³ The same year it voted "no motion or resolution to change the course of study in any department shall be put upon its passage until it has first been referred to the proper faculty for their report thereon."¹⁴ The next year, 1871, "it was resolved that the subject of appointing additional instructors for the Preparatory and College Departments be referred to the professors of the College Department for consideration and report."¹⁵ That same year, the control over salaries was confirmed in the faculty. When a teacher in 1871 applied directly to the Board for an increase in salary, his request was "respectfully referred to the faculty by order of the Board."¹⁶

However, teachers were appointed without consulting the faculty. The appointment of a teacher in 1872 without the initiative or the approval of the college faculty brought forth this vigorous protest from that body: "We deprecate the introduction into the faculty of any professor who does not owe his appointment solely to the recommendation of the faculty and the choice of the Board of Trustees."¹⁷ This applicant was appointed and was assigned to the College, but after one year was transferred to the Theological Department.¹⁸

In the beginning the relationship which existed between the Board of Trustees and the faculty was very intimate. On the first Board of Trustees were six prospective members of the faculty, namely: Charles H. Howard, Danforth B. Nichols, Hiram Barber, E. W. Robinson, W. F. Bascom, and Silas L.

¹³*M of B*, March 7, 1870.

¹⁴*By-Laws*, 1870, Chapter 2, Section 22, "To change a Course of Study."

¹⁵*M of B*, February 25, 1871.

¹⁶*M of B*, May 17, 1871.

¹⁷*Resolution of the Faculty of the College*, February 9, 1872, which was sent to the Board of Trustees.

¹⁸*Minutes of the Theological Department*, 1873.

Loomis. In addition to these six, the financial agent of the Board of Trustees, who later became the treasurer, and the secretary of the Board of Trustees, were also members of the faculty.

Time and the statutes of the Board of Trustees gradually broke up this intimate relationship. In 1868, Hiram Barber resigned from his professorship; in 1869 C. H. Howard resigned from his professorship; and in 1869, E. W. Robinson died. In 1872, Silas L. Loomis resigned his professorship; and in 1873, the Board of Trustees passed a resolution that: "no salary shall be paid to any person as teacher, instructor, or professor who is a member of the Board of Trustees."¹⁹ Thereupon D. B. Nichols and W. F. Bascom resigned their professorships.

In 1875, when the Board of Trustees was about to elect W. F. Bascom dean of the Law Department, it recalled its resolution of 1873 to the effect that no teacher or professor could receive pay if a member of the Board of Trustees. Thereupon, Bascom resigned from the Board of Trustees to become dean and professor in the Law Department.²⁰

In 1888, the faculty of the Medical Department recommended to the Board a return to the practice of faculty representation on the Board. President Patton opposed it on the ground,

That while certain advantages might accrue from such a policy, it had been tried to a considerable extent in the early history of this University, and had not worked pleasantly, producing jealousy among the instructors, discussions in the Board, and embarrassment in dealing with the positions and salaries of the professors. Employees cannot well be also employers. It is to approach as nigh as has been found expedient to such a policy, that the President, who is connected with all the faculties, is made ex-officio, a member of the Board of Trustees.²¹

While the faculty as a whole has no official connection with the Board of Trustees other than through the president, any member of the faculty may at any time communicate with the board of trustees on matters pertaining to the interest of the University. But, since the administration of President Thir-

¹⁹*M of B*, January 21, 1875; the *Resolution* of March 7, 1870, did not compel a trustee to resign.

²⁰*M of B*, January 21, 1875.

²¹*Report of President Patton, 1889.*

kield, a member of the faculty in his own behalf may not procure political assistance to convince the Board.²²

When the Board of Trustees ceased to be a common meeting place for the faculties of the University, there had already begun a union of all the teachers of the University. It began in 1873. The organization was known at first as the Association of the Faculties of Howard University, and was composed of all the faculties of all the departments, academic and professional. Gradually the professional faculties withdrew. The discussions did not benefit or interest them. In 1874, the organization was styled The Howard University Senate; the next year, The Howard University Faculty; or in short, The United Faculty. This latter organization extended into the twentieth century.²³ But long before the twentieth century this large faculty had proven inefficient. To accomplish things therefore a committee was authorized by the Trustees composed of the heads of the departments, deans and the matron. This committee was the beginning of the all powerful board of deans of later years. From 1885 to 1895, the Preparatory Department and the College were operated practically as one department but under the authority of the two deans.²⁴ For one or two years, from 1875 to 1877, a professor in the College was the dean of law.²⁵ In 1907, the Teachers College and the College of Arts and Sciences were united as the College of Liberal Arts. Twelve years later this federation was dissolved. The collegiate work was then organized as Applied Science, Education, Liberal Arts, Music, Journalism, Library Science, and Physical Education. All secondary work was abolished. Commerce was elevated to collegiate standing and absorbed by the College of Liberal Arts.²⁶ In 1927, all collegiate work was organized as

²²Resolved, that the practice of making personal application for appointment or advancement in salaries based on other than merit as teachers in the University through political influence or other than the properly constituted authorities be forbidden on penalty of dismissal. *M of B*, May 24, 1910.

²³*Minutes of Howard University Senate; Minutes of Howard University Faculty; Minutes of the United Faculty.*

²⁴*M of B*, September 15, 1885, January 16, 1894; *General Catalogue*, March, 1885-86, p. 4.

²⁵*Records of the Faculty of the School of Liberal Arts*, p. 64.

²⁶*General Catalogue*, 1919-1920, p. 138; *Records of the College of Liberal Arts*, pp. 251-332.

Education, Liberal Arts, Applied Science and Music. Five years later (1933-1934) the College of Education was absorbed by the College of Liberal Arts.²⁷

When the faculty lost its representation on the Board of Trustees and the privilege of choosing its dean and administrative officers, its influence in University affairs rapidly declined. By 1907, the deans acting as a self-appointed board were practically in control of undergraduate affairs. The appointment of teachers, their promotion, their dismissal, their salaries, were largely in their hands.²⁸ The power of the deans of the Medical Department and of the Law Department was further increased by the fact that each had a strong secretary-treasurer who collected fees and registered students and paid bills. Then, too, only three deans were in office in the Medical Department from 1881 to 1929, thirty-seven years, and two secretary-treasurers from 1896 to 1920, twenty-four years.²⁹

A comparative study of the salaries of the administrative officers of the University and of the salaries of the teachers in the academic departments sheds further light upon the degradation of the academic professors:

<i>Date</i>	<i>Professor</i>	<i>Dean</i>	<i>Secretary-Treasurer</i>	<i>President</i>
1869	\$3,000	\$3,000	\$2,000	\$5,000
1877	1,000	1,000	1,000	3,000†
1890	1,500	1,600	1,500	4,000*
1900	1,500	1,500	1,600	4,000*
1905	1,500	1,600	2,000	5,000*
1909	1,650	2,160	2,310*	4,400*
1925	3,500	4,500	5,000‡	7,000§
1931	4,000	4,750	6,000‡	8,000§
1936	4,000	4,750	6,000‡	8,000§

*And house; †and house and 5 acre lot; ‡and commutation; §and house and commutation.³⁰

It must be added that the administrative officers actually received the salaries given above and more in several instances. "Commutation," which was reintroduced about 1923 by the Board of Trustees for certain administrative officers, has, since 1934, been considered a part of the recipient's salary in addi-

²⁷*General Catalogue*, 1933-1934, p. 10.

²⁸*Statement of the Faculty of the College*, 1904-1905.

²⁹*General Catalogues*, March, 1881, to 1929.

³⁰*Reports of the Treasurer; Reports of the President.*

tion to the regular salary received. Commutation in 1937 was about \$2,000 annually.³¹

On the other hand, the average salary of a professor in 1937 was \$3,381; the average salary of an associate professor was \$3,139; the average salary of an assistant professor was \$2,247; and the average salary of an instructor was \$1,537.³²

In the light of these salaries it is interesting to note that it appears that the influence of the professors in University affairs has always been to the influence of the administrative officers exactly in proportion as the salaries of professors have been to administrative salaries. And in the light of this ratio, it is significant that in 1931 one academic professor received a regular salary of \$5,000, which was \$250 more annually than that received by his dean.³³

Notwithstanding the rapid degradation of the professor in University affairs from 1890 to 1920, after the latter date more appreciation for him was shown. He was encouraged to improve himself. Leaves with half-pay, fellowships in the United States and abroad, reduction in extra-curricular activities, and salaries more in proportion to those of the administrative officers were granted.³⁴ But most significant of all, as evidence of a genuine respect for the teacher was the fact that, after 1926, the heads of the departments of study were given a budget over which they had a real control, and the fact that the heads were given a real voice in the appointment of teachers.

³¹*M of B*, April 10, 1934.

³²*Report of the President*, 1936-1937. In 1940 the averages were: professor, \$4,171; associate, \$3,304; assistant, \$2,584; instructor, \$1,923.

³³*Report of the Treasurer*, 1931-32.

³⁴*Facts, Howard University*, 1918-1926, Washington, D. C., 1925, p. 9 *et passim*.

X. The Campus

The summer of 1867 was a busy one on the campus. Within the school-building, ex-slaves, among others, were digging through English grammar and arithmetic. On the campus, digging, too, was going on. Carpenters, bricklayers, hod-carriers and other mechanics were laying the foundation for a bigger and better school. The steam machinery of the Building Block Company, on the premises, was puffing away making brick "without straw." For it was a new brick which needed no burning in a kiln,—made of lime, sand and sunshine primarily.¹

To add to this orderly confusion were many citizens from Washington City, engaged in clearing their lots, preparatory to building private homes. Unprecedented had been the sale of lots. During one day, Monday, June 24, forty-nine had been sold at an average of \$700 each. And prior to June 25, 1867, \$110,000 worth had been sold "with yet a number unsold and with fifty acres reserved for the University campus."²

About eighteen years later (1884-1885), the Federal Government purchased from the University forty-three acres "lying along a stream of water which flowed through the campus," for a city reservoir. For this the government paid \$107,223.30. This tract was the beginning of the McMillan Park. The sale of this tract reduced the campus proper to about twenty acres.³

The site of the new school was beautiful. Its beauty was enhanced by "a romantic grove," a "Hill," and many large, gushing springs of sparkling water.⁴ All that remains today of the

¹*The Evening Star*, Washington, D. C., Friday, November 29, 1867, p. 1, col. 4; *M of B*, May 20, 1867; *Ibid.*, September 10, 1867; *Ibid.*, September 30, 1867.

²*The Evening Star*, Washington, D. C., Wednesday, July 3, 1867, p. 3, col. 3; *Report of the Executive Committee*, July 2, 1867; *M of B*, June 25, 1867.

³"The Water Works," *The National Republican*, Washington, D. C., March 22, 1884, p. 6; *Records* in office of Corps of Engineers of War Department, Washington, D. C.

⁴*The Evening Star*, Washington, D. C., Friday, November 29, 1867; O. S. B. Wall to J. M. Langston, December 2, 1874. Will take care of park. G. W. Balloch to J. B. Livingston, November 25, 1874. Will lease park for his cattle.

acres of massive oak, spruce, gum and elm is a dilapidated tract with a few sick and pathetic trees, called a park, located between Freedmen's hospital, a public school (Mott) and the new medical building of the University.

In 1898, President Rankin directed the attention of the District Government to its neglect of this beautiful grove consisting of eleven acres. Some years earlier, about 1882, the District of Columbia had agreed to care for the grove if dedicated by the University as a public park. It was so dedicated, but not until a further consideration was given, namely, the cancellation of taxes upon the University property which were overdue, amounting to \$23,000, and the exemption of the educational plant of the University from future taxation. Nothing was done to save the trees and today a few half-dead but mighty trunks remind you of a glorious past.⁵

The first group of buildings erected on the campus consisted of the "University Building," the "dormitory," and a medical building and hospital. The residence of General O. O. Howard, a private venture, was erected at the same time. By the fall of 1867, these buildings had "been raised to the roof" and were attracting the attention of the city. Many a city editor seeking a good story covered the construction. The citizens of Washington were informed by the issue of *The Evening Star* for November 29 that "... the three buildings, residence, University, and Dormitory, would cost respectively \$20,000, \$75,000, and \$55,000" and that the University would save in their construction about \$40,000 "by the use of the white brick, such is their economy in price over the old style brick." And, the reporter added: "in durability they are said to be superior, as age lends to their strength. . . ." Again he said:

... upon the brink of the hill removed about one hundred yards from the road which forms a continuance of Seventh Street is the residence of General Howard. . . . The residence and kitchen, both of which connect, comprises sixteen fine rooms, with a hall ten feet wide, and partitioned off with walls 14 inches thick. It is three stories high with an additional story to the southeast corner, forming a tower, and built on the Mexican castle style. Capping the building is a handsome French roof, the sides of which are covered with slate and the top with tin. The pitch of the stories are $13\frac{3}{4}$, 12 and 9 feet respectively, thus adding greatly to the comfort and health of the occupants.

⁵Report of President Rankin, June 30, 1898, p. 10; 22 Statute 104, Act approved June 6, 1882.

The whole premise will be furnished with furnaces, for the distribution of heat throughout the winter, while pipes will be introduced for gas and water as soon as the city improvements in this direction will warrant their introduction.

In the kitchen will be ranges and all the modern improvements, including a cistern for the collection of rain water, in dimension 9 x 10 feet. The entire residence will be furnished in the very best style. The basement and foundation are built of granite, white, as before stated, the stories above are composed of white brick, of hollow center, to afford ventilation and escape for damp vapor, thus rendering them healthy and all times dry. A handsome piazza will surround the structure, and the grounds will be terraced to the street and tastefully laid off and planted with flowers and shrubbery. At a proper distance in the rear there will be a stable building to correspond with the residence, its dimensions will be 42 x 32 feet, the building will be composed of stone foundation and white brick rear walls with slate roof.

The Main Building (which the reporter called "the University") . . . is 168 feet long by 68 feet wide fronting north and south . . . (with) a wide hall, running the whole length east and west. In dimensions it will contain 32 college rooms, of large size, each of which, as will be the entire structure, is to be heated by furnaces. It will be three stories high, the basement and foundation being of granite, and the balance of white brick. The main front will overlook Washington whereat will be a vestibule 25 feet square supported by pillars and connecting a rotunda four stories high. The inside walls of the University will be of the same composition as the externals, only that the rough surface will be polished over.

Further to the rear, in a more northerly direction, there is in process of erection the dormitory building which will be 202 feet long and 37 feet wide. It will be built of brown Seneca stone foundation and basement and white brick upper stories. In height it will be three and four stories, and will contain about 100 rooms for boarding students. The basement—which will be thoroughly dry and as comfortable as it is possible to be—will be used for cooking, laundry, and dining purposes. The whole building will be heated by steam.⁶

The medical building was not completed until 1869. This delay was accidental. When about complete one or more of its walls fell. When finished about a year later (1869), it was 108 feet long by 54 feet wide and consisted of two full stories, a basement, and a mansard roof. Because of the accident it was not constructed of the patented brick as planned but of ordinary brick at a cost of \$78,703.48. Adjoining this main medical building were erected four frame hospital wards, each 120 x 26 feet, furnishing in all about 300 beds, costing \$72,289.04. The group of medical buildings was erected on a four-acre tract be-

⁶*The Evening Star*, Washington, D. C., Friday, November 29, 1867, p. 1, col. 4.

tween Seventh and Fifth Streets and faced north on Pomeroy Street.⁷

Between 1904-1909, the Federal Government erected the present Freedmen's Hospital on the campus of the University on land leased to it in 1904 for 99 years. About 18 years later (1927), the present medical building was erected on a part of the original four-acre tract, and the old medical building, remodeled, was devoted to the Colleges of Pharmacy and Dentistry.⁸

This first building program of the University continued to attract the attention of the city for years. During 1869 the *Daily Morning Chronicle*, of Washington, D. C., sent a man to cover the activity. On September 29, he reported:

... plans for an additional dormitory building of very pleasing architectural appearance have been prepared ... which when erected, will contain over 200 rooms, and be over 300 feet in length. It is intended to build only a portion of this building at the present time, 173 feet long but this section is designed in such a way that it will appear as a finished building and the extension can be made at any time when increased accommodations are needed.

The building is to be located on the northern part of the college reservation, facing the rear side of the university building, and the West end to be about 120 feet from Sixth Street. The ground between this building, the University and large dormitory building which is several acres in extent, is to be graded for drill grounds. The building is to be four stories high above a finished basement and surmounted by a Mansard roof, which is to be considerably broken in outline for architectural effect. The basement is to contain the bath rooms, water closets, store rooms and a large drill room 37 feet wide by 84 feet long.

The first story is to have two large reception rooms, one at each end and the remainder is sub-divided into sleeping rooms. The second, third and fourth stories are to be entirely divided into sleeping apartments. The stories are to be high and the rooms lighted and ventilated and the entire building to be heated by steam.

The material to be used in the walls is burnt brick, and the exterior is to be painted a light gray color, to harmonize with the tint of the American Building Blocks which have been used in the other University Buildings.⁹

This building was ready for occupancy in 1870. It was named Clark Hall in 1869 in honor of David Clark of Connecticut, who had contributed \$25,000 toward the support of the University. At the same meeting in 1869, the Trustees named the

⁷*H.U.M.D.*, pp. 10, 19 (a picture).

⁸*Report of President of Howard University, 1904-1928.*

⁹*Daily Morning Chronicle*, Washington, D. C., September 29, 1869.

"dormitory" Miner Hall, in honor of Myrtilla Miner. A "Miner Fund" of \$31,000 had been transferred to the University.¹⁰

In 1872, the building known as Spaulding Hall today was completed. It was erected to relieve the congestion in the Main Building. In 1869, the University rented office space in the Main Building to the Freedmen's Bureau for which it received \$3,000 annually. The Bureau had been paying \$5,000 for office space at the corner of Nineteenth and I Streets, Northwest. The Bureau would not only save \$2,000 annually by the transaction, but would also make it more convenient for the commissioner of the Bureau, who was, in 1869, elected president of the University.¹¹ But the congestion in the Main Building was not entirely due to the presence of the officers of the Freedmen's Bureau. It was due, somewhat, to the feeling on the part of the young ambitious College Department with its eight students that it should no longer be second in importance to the Normal and Preparatory Department with its 250 students. Whereupon it was decided to house the Normal Department in a separate building.¹² This Normal building, 72 feet x 40 feet and three stories high, was completed at a cost of \$11,387.71. It was named in honor of Martha Spaulding, who died in 1873, leaving a large estate to the University which by 1894 amounted to \$20,000.¹³

In the main, the buildings were erected as announced in the public press. A few changes, however, are evident. The tower on Howard's house is on the southwest corner instead of the southeast corner; Miner Hall today is about forty feet longer than the original plan called for. About 1872, a steward's home was built at the north end and later about 1914 a home for the secretary of the University was added.¹⁴ The Main Building was surmounted by a tower which rose to a height of 184 feet above the ground and after 1872 contained the bell of the University.¹⁵ The estimated cost of the buildings was far

¹⁰*M of B*, September 10, 1869; *Ibid.*, September 21, 1869.

¹¹G. Lacombe to General O. O. Howard, January 31, 1872, concerning the cost of building Spaulding Hall.

¹²*M of B*, December 28, 1872.

¹³*M of B*, December 28, 1872.

¹⁴*M of B*, May 1, 1871.

¹⁵*Report of the Executive Committee*, September 9, 1872.

below the actual cost in each case. Howard's house cost about \$29,000, the Main Building \$175,441.82; Miner Hall \$72,-242.12; and Clark Hall \$59,408.52¹⁶ It was thirty years before all of the modern improvements mentioned in the press were installed in the buildings. Natural gas was piped to the campus in 1869 but was not in general use in the dormitories until the early part of 1900.¹⁷ Coal-oil lamps were used in the dormitories as late as 1900.¹⁸ Electricity was installed in 1904.¹⁹ Heat from furnaces was enjoyed by the occupants of the larger buildings from the beginning, but as late as 1903, the rooms of the students in the dormitories were heated by individual coal stoves. Steam heat was installed about 1903.²⁰

Prior to 1884, the water supply of the University was obtained from nearby springs, cisterns and wells. The Medical Department and hospital had a private water system. By means of a steam engine, water was forced from large deep wells to a tank built in the roof of the medical building. By the force of gravitation, this water was distributed. Miner Hall secured water from cisterns and wells to the rear of the building by means of a force pump. A very large tank in the roof of the Main Building was filled from springs and cisterns by a force pump.²¹ In 1884, when a city main was laid near the University, the tank in the roof of Miner Hall and the tank in the Main Building and the one in Spaulding Hall were filled from the city main by a steam pump. From the tank in the Main Building water was forced by gravitation through an under-

¹⁶*Report of the Special Committee of the Trustees upon charges in The Sunday Capital*, Washington, D. C., June 22, 1873.

¹⁷*Report of the Executive Committee to the Board of Trustees*, May 1, 1872; J. B. Johnson to Executive Committee, February 18, 1873,—a letter concerning water and gas pipes on the campus; *Report of the Executive Committee*, December 24, 1874.

¹⁸George W. Cook to Walter Dyson.

¹⁹W. J. Galbraith, Senior Engineer, Governmental Service, Potomac Electric Power Company, October 24, 1935, to Walter Dyson.

²⁰*Report of J. A. Cole to the Board of Trustees*, June 29, 1872; Contract of Thomas C. Basshor & Company to install another boiler in Clark Hall, October 1, 1873; Kate C. Haynes, Matron of Miner Hall, to Executive Committee, October 3, 1872.

²¹*Report of John A. Cole to the Board of Trustees* concerning a dam to supply a pond of water east of Miner Hall, June 29, 1872; *M of B*, February 10, 1872, concerning digging cisterns on the campus.

ground system of pipes to several of the cottages on the campus, to Clark Hall and to fire plugs located here and there. Prior to the coming of "Potomac" water to the hill (1884), the fire plugs and Clark Hall were sometimes supplied from the Medical School water system by a powerful steam engine through an underground system of pipes. This supply of water was very uncertain, especially during the cold winters, when the pipes were often frozen.²²

Several of the more expensive cottages had cisterns in their basements from which water was forced by a hand pump or a force pump or by a wind mill to a tank in the roof. Their sewerage was disposed of in septic basins.²³

The very inadequate sewerage system of the whole University was greatly improved (1867-1869) when a main sewerage line was laid at a cost of \$14,788.99, from Clark Hall along Sixth Street to Pomeroy or W Street and across Georgia Avenue to Eighth Street, where during 1873 it was connected with the city sewerage system.²⁴

For a generation after the erection of Spaulding Hall, very little was done toward the physical development of the Uni-

²²*Report of J. A. Sladen*, Commander of Cadets, to the Board of Trustees, June 22, 1872; J. B. Johnson to the Executive Committee, October 10, 1872, concerning the water wheel located at the pond; *Report of John A. Cole*, June 29, 1872, concerning a steam pump at the pond; James Talty, to the Trustees of Howard University, September 14, 1874, concerning a hydraulic ram at the pond; an agreement with the Interior Department which rented from the University the Hospital, July 1, 1874, to supply water to the Main Building.

²³*Report of the Special Committee to the Board of Trustees*, February 24, 1872, concerning supplying water to the houses leased to professors and teachers; Miss Flora L. P. Johnson to Walter Dyson; Harry S. Howard to Walter Dyson.

²⁴*Report of J. A. Cole to the Board of Trustees*, June 29, 1872; G. W. Mitchell, Commissioner of 4th School District, to the Executive Committee of Howard University, September 7, 1872. Permission was requested to drain the cellar of the School Building on 6th Street into the University sewer. Report of the Executive Committee, June 3, 1872, recommended Prof. A. L. Barber be permitted to use the University sewer for his private houses on 6th Street for \$100 a year. Also see *Howard Investigation*, 1870, p. 281, "Balloch Testimony"; J. W. Thompson, President of Metropolitan Railroad Company, to J. B. Johnson, Secretary of Howard University, January 7, 1875; also a letter from J. W. Thompson to Prof. J. M. Langston, November 10, 1874, concerning sewer from 7th Street to 8th Street.

versity. In 1890, during the presidency of Rankin, a president's home was erected on the campus at a cost of \$20,865.²⁵ This is a three-story building. The first story is of brown stone; the second and third, of wood. This beautiful house was designed primarily by Rankin himself. A few years later, 1895, the Andrew Rankin Memorial Chapel was completed and named in honor of a brother of the president of the University, whose widow contributed largely toward its erection. This chapel is of red pressed brick, gothic in design, with beautiful, leaded, stained-glass windows. In 1935, a \$10,985 pipe organ was installed. The seating capacity of this chapel is about 900. It cost originally about \$24,000.²⁶

With the exception of these two buildings, it was not until the twentieth century that a vigorous building period was set in motion by President Thirkield. The new Freedmen's Hospital, which cost \$600,000, was begun in 1904 just before the Thirkield administration. In 1910 a science hall was erected and named Thirkield Hall in honor of the president of the University. It cost \$90,000. In 1910, a Carnegie Library, a gift of Andrew Carnegie, was erected at a cost of \$50,000. The next year the applied science building, costing \$23,000, and a central heating and lighting plant, were erected. These buildings are all of red brick and stone, with all modern improvements. Architecturally, they are late American with touches of the colonial.²⁷

A third building program was begun by President Durkee. The World War had emphasized the importance of health and medical education. In 1926 an armory-gymnasium and stadium were erected at a cost of \$197,500, and a few years earlier a movement had been started for the erection of a modern medical building which was completed in 1927 at a cost of \$500,000. In 1923, a new dining hall and home economics building had been erected, costing \$201,000, and about the same time a greenhouse was built for the Agricultural Department.²⁸

The cost of many of these buildings was borne in whole or

²⁵*M of B*, January 13, 1891, p. 349.

²⁶Report of the President, July 8, 1893, p. 4; *Ibid.*, July 1, 1895, pp. 3-4; *The Hilltop*, XII, No. 5, November 1, 1934, p. 2, col. 2. "Organ Dedication to Open Concert Series."

²⁷Reports of President Thirkield, 1907-1912.

²⁸*Facts, 1918-1926, Howard University*, Washington, D. C., 1925.

in part by the Federal Government, directly or indirectly, except in the case of buildings for religious and private purposes. The Main Building, Miner Hall, the original medical building were erected by the Freedmen's Bureau and presented to the University as a gift in 1869.²⁹ And since that date the Government has contributed toward the erection of other buildings, but contributed merely as a gift. In 1928, through the strenuous effort of President Johnson, the Federal Government was authorized by Congress to appropriate annually toward the physical improvement of the University.³⁰ Immediately, a ten-year program of development was begun. Prior to 1940 the following buildings were erected: three dormitories for women (1931), at a cost of \$770,000; a class room and office building known as the Frederick Douglass Memorial Hall (1934), costing \$461,200; a chemistry building (1935), costing \$626,300, a central heating and lighting plant (1936); a library (1937), costing \$1,120,811.58, and a dormitory for men, Cook Hall (1940), costing \$646,200. The campus had been enclosed by 1935 with a high iron fence with large brick pillars and huge iron gates.³¹

Many houses have been erected from time to time on or near the campus as homes for members of the faculty and for others. The house erected by John W. Alvord in 1868 on Sixth Street, northwest, is now occupied by the Conservatory of Music.³² In the rear of Alvord's home facing Georgia Avenue was the home of General George Balloch. This house was razed about 1912 for the erection of Miner Teachers College. It was similar in architecture to the Alvord house and cost about the same, around \$10,000.³³ Where the dormitories for women now stand were two large frame houses erected in 1870 at a cost of \$10,000 each.³⁴ From 1877 to 1890, one of these was the

²⁹*M of B*, April 8, 1867; *Ibid.*, April 15, 1867; *Ibid.*, May 20, 1867; *The Pittsburgh Commercial*, Tuesday morning, May 10, 1870, "The Howard Investigation."

³⁰*Act of Congress*, approved December 13, 1928.

³¹See Chapter XXX.

³²*General Catalogue*, 1936-1937.

³³"Majority Report, Charge Second"; "Minority Report, Charge Second."

³⁴*M of B*, February 22, 1872; *M of B*, August 2, 1869.

president's home.³⁵ During 1870 also the double frame house to the west of Clark Hall was erected at a cost of \$5,450.³⁶

In 1929 the Theological Department, which since 1871 had been located in the Main Building, was located in a large frame two storied building on Sixth Street, northwest, opposite the campus, which formerly was the private residence of James B. Johnson, the secretary-treasurer of the University from 1873-1899. This house was purchased by the University in 1910.³⁷

About 1871, John M. Langston, then dean of the Law Department, built the large frame house which stands at the corner of 4th and College Streets, northwest. In 1935, the University purchased this property from Kelly Miller for about \$40,000.³⁸

The Law Building at 420 5th Street, northwest, was purchased in 1887 and remodeled about 1893. In honor of the donor of much of the money with which it was remodeled it was called the "William W. Evarts Hall."³⁹

The purpose for which each building was erected is in most cases self-evident. The activities which were conducted in several of them cannot be inferred from their names. All of the buildings erected prior to 1872 were used, among other things, as dormitories, not only for persons connected with the University as students or employees, but also for outsiders. The first Freedmen's Hospital on the campus housed, among other activities, an industrial school—primarily to manufacture "coffins." For "the coffins sent in were generally too short." The Main Building contained the offices of the Freedmen's Bureau on the first floor and a water tank in the roof.⁴⁰

The Department of Household Economy had its beginning in Miner Hall. The first sewing and cooking classes were conducted by the Matron of that building. In the basement of

³⁵*General Catalogues*, 1877-1890.

³⁶Articles of Agreement between G. Lacombe and Howard University, September 28, 1871, to erect a double frame house for \$5,450; *M of B*, September 4, 1871; *Ibid.*, October 5, 1871.

³⁷Flora L. P. Johnson to Walter Dyson.

³⁸Kelly Miller to Walter Dyson.

³⁹*Report of the President*, August 1, 1892; *Senate Report* No. 304; 53rd Congress, 2nd Session, April 5, 1894.

⁴⁰*M of B*, September 15, 1873.

Clark Hall was the first gymnasium. From 1914 to 1925 Spaulding Hall was equipped for indoor athletics.⁴¹

The chapel of the University, which prior to 1872 was located in the Main Building, was transferred to the second floor of Spaulding Hall, but later was returned to the Main Building.⁴² It was the original plan to place a large bell in a tower of the roof of Spaulding Hall. But by September 9, 1872, a bell, given to the University by George W. Balloch, had been placed in the tower of the Main Building. This bell was destroyed by a fire in 1918.⁴³

In the Andrew Rankin Memorial Chapel from about 1900 to 1914 a kindergarten and practice school was conducted by the Teachers College. During the World War the committee of college students had its office in this chapel during its campaign for the Des Moines Officers' Training Camp. Today the ground floor of the chapel is the Art Gallery of the University.⁴⁴

In the three-story red frame building on Georgia Avenue during 1867-1868 were the Medical Department, the Normal Department, a Night School, the College, and the classes in Theology, while on the second floor lived the principal of the Normal Department and his family. This was the first Main Building. This "Normal School Building," as it was called, was razed in 1871 for space for another frame hospital ward for Freedmen's Hospital.⁴⁵

The campus too has served many purposes. Before the Civil War, it was a slave plantation.⁴⁶ The Federal Government purchased the last slaves in 1862 and liberated them. During the Civil War it was Camp Relief.⁴⁷ The soldiers who escorted President Lincoln to and from the Soldiers Home

⁴¹*General Catalogues*, 1867-1868 to 1925-1926.

⁴²*General Catalogues*, 1871-1877.

⁴³*M of B*, March 6, 1872; Report of Executive Committee, September 9, 1872.

⁴⁴*General Catalogue*, 1939-1940.

⁴⁵Agreement between James Morrison of Washington, D. C., and J. A. Cole of Howard University for the erection of Hospital Wards, Morrison to receive as part payment "the three story house known as the Normal School Building situated within the Hospital enclosure and fronting on 7th Street Road," November 3, 1871.

⁴⁶*Howard University Studies in History*, No. 1, p. 12 (note).

⁴⁷*The Evening Star*, Washington, D. C., June 24, 1867.

camped here. Henry Menze, probably the son of one of Lincoln's escorts, has for thirty years been a member of the Howard University staff.⁴⁸ Before the grove of trees referred to above was dedicated as a public park, that spot, known then as the "University Park," was used for private picnics, church festivals, and as a pasture for cattle. City pastors brought their congregations and spent the day. The Reverend William B. Jefferson, the pastor of the Third Baptist Church of Washington, D. C., and his flock were there on the Fourth of July, 1874.⁴⁹ The Park that year was leased by General W. Balloch for his cattle. From the rear of Miner Hall and extending back to Second Street and to the Soldiers Home (where the reservoir is now) were fields of corn and other crops, except where the gravel bank yielded more profit or where the field was leased for grazing.⁵⁰ On May 6, 1870, the Mayor of Washington, D. C., contracted for gravel to make the "necessary improvements" in the second ward.⁵¹ In 1872, J. M. Brown of Washington purchased sand for which he paid "an advance of \$100 in cash."⁵² David Nelligan and Company paid \$175.00 for the privilege of pasturing the main reservation east of the buildings and the sand bank from June 1 to December 1, 1874.⁵³

Gradually the sheds left by the Building Block Company were removed; the old barn and stable, the pig pen, chicken house and individual coal bins of the students—all just back of Miner Hall—were torn down; the privy and coal bins back of Clark Hall were removed; the wells, cisterns and sand pits were filled. And the whole field was landscaped.⁵⁴

Thus a slave plantation became the campus of a school.

⁴⁸H. Menze to Walter Dyson.

⁴⁹William B. Jefferson, pastor, to J. M. Langston, March 2, 1874.

⁵⁰*M of B*, June 3, 1872.

⁵¹S. J. Brown, Mayor of Washington, D. C., to General Howard, May 6, 1870.

⁵²J. M. Brown to the Board of Trustees, June 3, 1872.

⁵³David Nelligan to Board of Trustees, May 19, 1872; J. B. Johnson to Nelligan, May 23, 1874.

⁵⁴*M of B*, September 17, 1867; J. B. Johnson to Executive Committee, September 8, 1873.

XI. *The Industrial Arts*

Agriculture and Manual Arts

A Department of Agriculture and Industry was the first Department to be established for the promotion of the industrial arts.¹ One aim of this Department was to provide useful work for indigent students. Through its activities, the farm was to be developed into a campus, and money was to be earned by the students to defray their expenses. After two years of effort, it was evident that the aim of the Department could hardly be realized. The students did not have the time nor the energy nor the desire to earn money enough by plowing and repairing fences and buildings, at fifteen cents an hour, to pay for board, room and tuition.²

Some benefits did accrue, however. In 1869, the Department reported among other things that 150 elm trees and 100 maple trees had been planted; two stacks of hay, valued at \$60.00, had been cured, 2,000 cabbage and "many" tomato plants were looking "promising for the future"; eight acres of corn looked "exceedingly well"; one acre or more was in potatoes, "which did fair for a good yield" and "a large quantity of beans yet to be gathered"; furthermore, "a considerable tract had been reclaimed from swamp land." "Where it was impossible one year ago," the superintendent reported, "rank and luxuriant corn now waves." In 1874, however, it was necessary to set out an additional 225 trees because, of the 150 previously set out, only 74 survived.³

Furthermore, the Trustees of the University were in reality more interested in the other industrial arts, namely the handicrafts, than in agriculture. In order to understand the interest in industrial education at Howard University before the panic of 1873, it is necessary to know the complete plan of the founders.

¹*Report of the Committee on Agriculture*, September 17, 1867.

²*Ibid.*

³*Report of the Committee on Agriculture*, July 31, 1869; *Ibid.*, June 16, 1874.

Howard University was but one of their many projects. It seems that the ultimate aim was to develop in the District of Columbia a community similar in many respects to a New England town. A church—the First Congregational of Washington, D. C.—was founded;⁴ then a school—Howard University; then a tavern—the “Boarding Hall”; and finally a “burial place”—located in another part of the District of Columbia.⁵ Upon the 200 or more acres of land adjacent, for the most part, to the school, the leaders in this enterprise built for themselves private homes and laid out lots for sale. This community was, to a large extent, controlled by the members of the First Congregational Church. In respect to the economic development of the enterprise, especially in relation to the support of the University, their plan was to establish industrial enterprises. In these factories the students and graduates of the Industrial Department of the University could earn the means to pay their expenses, while to the owners of the enterprises would accrue unusually high dividends. The cost of student labor would be low, being in the nature of laboratory work.⁶ In fact, the whole scheme was a type of benevolent exploitation of student labor and university resources.

To this end, a Building Block Company was organized in 1867 by several members of the group. A profit of \$10,000 was anticipated from the University contract. A factory was erected on the campus. For this permission \$250 a year was paid the University for a lease.⁷ The failure of the blocks to withstand the weather while being laid in the medical building—one side of which collapsed—caused the failure of the company.⁸ The Main Building, Miner Hall, the interior but not the exterior of Clark Hall, and the private homes of O. O. Howard, D. L. Eaton, J. W. Alvord and G. W. Balloch were built with these blocks. Furthermore, the promoters had the exclusive right to manufacture these blocks in the District of Columbia. For this monopoly they had paid \$10,000.⁹

⁴Howard, *Congregational Church Documents*, pp. 5-8.

⁵*M of B*, December 26, 1871; *Ibid.*, November 20, 1872.

⁶*Annual Report of Howard University*, 1867-1868, pp. 9-10.

⁷Lease to D. L. Eaton & Co., August 30, 1867.

⁸See Page 22.

⁹*The Cincinnati Daily Gazette*, Cincinnati, Ohio, January 9, 1869, p. 1, col. 3; *Ibid.*, April 18, 1870, p. 3, col. 4.

A year or two later during 1869 the financial agent of the University purchased for himself the exclusive right to manufacture the "Berry Bed Lounge," in the District of Columbia.¹⁰ A student of the University was sent to Boston, Massachusetts, to learn the trade. Returning, he began manufacturing the lounges and taught other students the trade. A factory was equipped in the basement of Spaulding Hall. It promised large returns until the owner of the patent, John A. Cole, resigned his position at the University. Before leaving he sold the patent to the Trustees for \$500. This was late in 1872.¹¹ The panic of 1873 was the final cause of the failure of this venture.

But probably the most ambitious scheme was a plan to erect a "Shoe factory and tannery." A meeting of rich men was to be called in the District of Columbia; a capital of \$100,000 was to be raised by selling shares at \$10 each; a factory was to be erected on the Potomac River. This location was selected in order to be near pure water which was necessary for the manufacture of the best leather,—“as good as that made in Bordeaux and Paris.” Large profits were assured because with “free labor” the cost of production would be reduced one-half. By “free labor” was meant student labor furnished by students of Howard University working in the factory as a laboratory assignment for little or no pay. In seven months, profits would be forthcoming according to the scheme. This plan was worked out in the fall and spring of 1869-70.¹² In April of 1870 the investigation of O. O. Howard was begun. Nothing came of the proposed shoe factory and tannery. And as, one by one, the ventures in industry failed, the Industrial Department became less and less attractive.

In 1872, Howard reported to the Board of Trustees:

We have tried agriculture, gardening, sewing-classes, lounge-making, and a variety of other experiments, but as yet have had no well planned, well organized and well endowed department. If it can be accomplished, let us make the effort; if not, let us not give any false hopes to those who read our circulars and catalogues.¹³

¹⁰John A. Cole to the Executive Committee, October 10, 1872.

¹¹*Report of John A. Cole to Board of Trustees*, June 18, 1871; John A. Cole to the Executive Committee, October 10, 1872.

¹²John O'Donawan to General O. O. Howard, June 28, 1870.

¹³*Fifth Annual Report of Howard University*, June 15, 1872, p. 4.

Some years later, about 1881, interest in industrial education was again aroused. At this time it was stimulated from without as it had been before 1873. Criticism was general throughout the United States that the schools for Negroes were teaching them the wrong things, that these schools were drawing the Negroes from the factories and farms. Partly in response to this criticism, an Industrial Department was opened.¹⁴ An Agriculture Department was established. Neither flourished.¹⁵ The students were not intelligent enough to pursue a college course in industrial education, while the teachers, especially of the college, were not in sympathy with industrial work. The academic teachers were solicitous lest the students, realizing that they could earn money through industrial skill, would not pursue the classical courses of Greek and Latin. Industrial courses were discouraged and scheduled for the late afternoon hours and on Saturdays. The dean of the Preparatory Department was afraid of the competition of the industrial work. He said:

I certainly favor that course of instruction (Industrial department), yet I must protest against such an interference with my work and ask that arrangements be so made as to allow these classes hereafter to have their assignments on Saturday.¹⁶

In order to get the pupils to enroll in these classes, they were compulsory for pupils of primary and secondary grade.¹⁷

From 1898 to 1905, the industrial subjects were organized as Manual Arts—an independent department granting the B.S. degree.¹⁸ Nevertheless, by 1905 industrial education had so far failed that what remained of it at the University was placed under the supervision of the Teachers College.¹⁹ In 1913 it emerged from this subordination but developed very slowly as

¹⁴Patton, *The Gilgal of the Colored Race—A Baccalaureate Discourse*, May 30, 1880.

¹⁵*General Catalogues*, 1890-1926, *passim*; Patton, *History of Howard University*, pp. 43-45; *Report of President*, July 21, 1897, p. 1; *Ibid.*, July 15, 1910, p. 8.

¹⁶*Report of Dean Cummings to the Board of Trustees*, June, 1889.

¹⁷*General Catalogue*, March, 1885-March, 1886, p. 21.

¹⁸*General Catalogue*, 1904-1905, p. 67; *The Reports of the Presidents*, 1900-1907.

¹⁹*General Catalogues*, 1900-1905; *The Reports of the Presidents*, 1907-1912.

the Manual Arts and Applied Sciences until the World War.²⁰ From 1919 to 1934 the industrial work at the University was organized as the College of Applied Sciences and embraced engineering, architecture, art and home economics;²¹ since 1934 it has been known as the School of Engineering and Architecture and has embraced engineering and architecture only.²²

The curriculum of the Industrial Department prior to 1913 embraced carpentry, tin and tailoring, sheet-iron work, printing, cooking, sewing, shoemaking, book-binding, blacksmith work and typewriting,—all of primary or secondary grade.²³ In 1896 agriculture was added. Until its close in 1926, the Department of Agriculture was more or less a “fictitious” one, although in 1899 it was organized under a dean. Its courses were more theoretical than practical. Its classes were conducted during the evening by the professor of criminal law. In 1895 an effort was made to develop a post-graduate course in agriculture. An application to the Secretary of Agriculture of the United States for help was denied. From the beginning of the University the friends of agriculture at the University had urged Congress to appropriate a large tract of land in the District of Columbia as a foundation for such a department. Failing in this, they attempted in 1898 to persuade the Federal Government to equip a farm on the Potomac River, which had been offered to the University provided the Government would equip and maintain it. This the Government refused to do and the project failed.²⁴

Since 1913 the curriculum of the industrial work has been on a collegiate level. President Thirkield was anxious to develop the applied sciences. To that end Perry B. Perkins, professor of physics, began in 1907 to reorganize the pure sciences and to emphasize the applied sciences. The erection of a new applied science building made this possible. By 1919 engineering, architecture, art and home economics were all being taught on a collegiate level.²⁵

The first graduates in Engineering were Manuel A. Agosto,

²⁰*Reports of the Presidents, 1912-1919, passim.*

²¹*Reports of the Presidents, 1919-1921, passim.*

²²*Reports of the President, 1924-1935, passim.*

²³*General Catalogue, March, 1884-March, 1885, p. 21.*

²⁴*Reports of the Presidents, 1890-1926, passim.*

²⁵*General Catalogue, 1919-1920, p. 161.*

B.S. in C.E. '14, William A. Huskerson, B.S. in C.E. '15, and Narciso Falu, B.S. in C.E. '15. The first graduates in Architecture were Arthur W. Ferguson, B.S. in Arch. '23, and Julius M. Gardner, B.S. in Arch. '23.

The support of the Industrial Department was, for several years, precarious. It is interesting to recall that the industrial work at Howard University began in the sheds left on the campus by the Building Block Company, in the stables left by the Freedmen's Bureau and in the basement of Miner Hall. In 1872, some industrial work was moved to Spaulding Hall and 32 years later (1910), to the Applied Science Building. In the beginning some income was received from the sale of articles made by the students and from the sale of the produce of the farm; \$160 was received from sales in 1869. With this money "tools and means of transportation were provided."²⁶ In 1883 several Quakers supplied the money for minor equipment.²⁷ The next year the John F. Slater Fund contributed \$1,663.92.²⁸ In 1886 the Federal Government was persuaded to appropriate for the work \$1,232.14; and the next year, \$1,367.80.²⁹ With this money and with other appropriations from the Federal Government, by 1891, the old Miner School building, now Spaulding Hall, was remodeled and equipped for industrial work. In 1888 Messrs. R. Hoe & Co., of New York, donated a complete printing outfit, and at the same time, Messrs. Peck, Stow and Wilcox, of Southington, Connecticut, equipped the tin shop completely. They installed a new set of machines and tools for tin and sheet-iron folders, stove pipe former, gutter beader, setting down machine, tinning machine and shears.³⁰ During 1890 alone, the Federal Government appropriated \$4,000. Since 1908, the Federal Government has appropriated annually for industrial work sums ranging as high as \$20,000.³¹ From tuition relatively little was received.³²

²⁶*Report of the Committee on Agriculture*, July 31, 1869; S. C. Armstrong to O. O. Howard, May 8, 1870—a letter; W. W. Weston to J. B. Johnson, June 5, 1889—a letter.

²⁷Patton, *History of Howard University*, pp. 43-45.

²⁸*Reports of the Presidents, 1883-1910, passim.*

²⁹*Ibid.*

³⁰*Ibid.*

³¹*Ibid.*

³²*Ibid.*

The control of industrial work has shifted from time to time. It was at first under the supervision of the superintendent of buildings and grounds;³³ from 1869 to the panic it was supervised by the financial agent of the University.³⁴ For nineteen years after the panic it was under the control of the Normal Department.³⁵ For one or two years thereafter, a committee composed of the principals of the Commercial and Preparatory Departments and the treasurer of the University supervised the work.³⁶ For a few years prior to 1905 a director was in charge.³⁷ During the latter year, it was absorbed by the Teachers College, and for eight years was under that supervision. In 1913 it became independent with a dean and a faculty and continued as such until 1934. At that time it was abolished. The next year, however, the courses in engineering and architecture were organized as an independent school, while art and home economics were absorbed by the College of Liberal Arts.³⁸

The enrollment in the Industrial Department has varied greatly from time to time. Prior to 1874, the attitude of the students toward manual labor militated against a large enrollment. "Strange as it may seem," the *Report* of 1869 read, "yet it is true, that another difficulty met us which well nigh swamped us in our trial trip—that of the workers regarding labor as disgraceful. To meet this difficulty we had to pull off our own coats, take our turn at each variety of labor."³⁹ Furthermore, as time went on, the development of the Public School System of Washington, D. C., made Howard University less attractive to the pupils of primary and secondary grade.⁴⁰ Hence the enrollment dropped. However, by making industrial work compulsory for certain students in the Normal and Preparatory Departments, the Industrial Department maintained a steady increase in the enrollment from 200 in 1883 to 288 in 1888.⁴¹ The next year, the middle, junior,

³³*Report of the Committee on Agriculture*, 1867 and 1869.

³⁴*Report of J. A. Cole*, 1871-1872.

³⁵*General Catalogue*, June, 1874-February, 1876, p. 6.

³⁶*General Catalogues*, 1891-1894, *passim*.

³⁷*Ibid.*, 1900-1905, *passim*.

³⁸*Ibid.*, 1912-1937, *passim*; *Reports of the Presidents*, 1912-1937, *passim*.

³⁹*Report of the Committee on Agriculture*, July 31, 1869.

⁴⁰Patton, *History of Howard University*, p. 48.

⁴¹*General Catalogue*, March, 1883-1884, p. 22.

"A" and "B" classes of the Normal Department and the first and second year pupils of the Preparatory Department only, were compelled to attend these classes. The enrollment in 1889 was:

Carpentry	52
Printing	39
Sewing	32
Cooking	10
Tin work	6
Tailoring	10
Shoemaking	6
Total	155 ⁴²

These 155 pupils did not represent pupils not registered in some other department. They were, with five exceptions, the same pupils who were attending the Preparatory and Normal Departments.⁴³

Ten years later, the pupils in the English and Preparatory Departments were enrolled in the Industrial Department. This arrangement lasted until 1903, when the pupils in the first and junior years of the Preparatory Department only were compelled to attend. Those pursuing the Scientific Course devoted one-fourth of their time to industrial subjects, attending each class four periods a week.⁴⁴ When the School of Manual Arts was established in 1903 and granted permission to confer the degree of bachelor of science, the course was elevated and immediately the enrollment fell off. In 1903 the enrollment was 136. Two years later, in 1905, it dropped to 58.⁴⁵ The enrollment in the industrial work from 1913 to 1940 is seen from the following chart. The sudden drop in enrollment since 1934 is the direct result of the reorganization of the work in 1934 and the high purpose of the new School of Engineering and Architecture, namely: "the preparation of students for entrance upon an active career in the fields of Civil Engineering, Electrical Engineering, Mechanical Engineering, and Architecture."⁴⁶

⁴²*General Catalogue*, March, 1888-1889, p. 14.

⁴³*Ibid.*

⁴⁴*General Catalogue*, 1903-1904.

⁴⁵*Ibid.*, p. 92; *Ibid.*, 1904-1905, p. 101.

⁴⁶*Howard University Bulletin*, March 15, 1940, XIX, No. 14, p. 10.

INDUSTRIAL DEPARTMENT

1913-1940

ENROLLMENT

GRADUATES

Year Ending June 30	Art	Arch.	E. Eng.	M. Eng.	C. Eng.	Hm. Ec.	Total	Art	Arch.	E. Eng.	M. Eng.	C. Eng.	Hm. Ec.	Total
1913	---	---	---	---	---	---	---	---	---	---	---	---	4	4
1914	---	---	---	---	3	---	3	---	---	---	---	1	6	7
1915	---	---	2	1	7	---	10	---	---	---	---	2	---	2
1916	---	---	---	---	---	---	---	---	---	---	---	---	1	1
1917	---	---	4	---	10	26	40	---	---	---	---	---	6	6
1918	---	---	5	---	8	23	36	---	---	---	1	---	2	3
1919	---	10	16	---	14	21	61	---	---	---	---	---	2	2
1920	---	10	10	---	12	38	70	---	---	---	---	---	4	4
1921	---	7	14	---	14	42	77	---	---	---	2	4	6	12
1922	1	17	14	---	12	32	76	---	---	---	---	2	2	4
1923	17	16	12	---	9	25	69	---	2	---	2	2	10	16
1924	12	14	13	---	10	27	76	1	---	---	1	1	5	8
1925	14	15	13	---	11	33	86	---	---	---	1	2	4	7
1926	17	12	14	---	14	29	86	---	2	---	3	---	---	5
1927	21	12	12	---	14	30	92	1	1	---	---	1	5	8
1928	22	13	13	---	12	27	87	---	---	---	2	---	2	4
1929	28	12	14	---	12	25	91	---	---	---	2	2	---	4
1930	28	5	8	1	9	21	72	1	2	---	---	3	2	8
1931	10	8	8	1	7	22	56	2	1	---	2	---	1	6
1932	10	10	10	2	10	24	66	1	1	---	2	1	1	6
1933	10	5	8	2	8	32	65	---	1	---	1	1	5	8
1934*	19	12	14	4	15	58	122	---	---	3	2	3	1	9
1935	---	18	13	5	13	---	49	---	---	---	---	---	---	---
1936	---	31	23	11	21	---	86	---	1	2	1	2	---	6
1937	---	27	26	13	14	---	80	---	---	1	---	---	---	1
1938	---	18	21	23	21	---	83	---	1	---	1	3	---	5
1939	---	25	33	20	19	---	97	---	1	1	---	1	---	3
1940	---	24	37	27	19	---	107	---	1	4	1	---	---	6

*In 1934 the College of Applied Science was reorganized; the School of Engineering and Architecture was established; Art and Home Economics were transferred to the College of Liberal Arts.

The academic training of the members of the faculty of the School of Engineering and Architecture for 1939-1940 was as indicated below:

Davis, Stephen S., B.S. in M.E., Instructor in Mechanical Engineering
B.S. in Mechanical Engineering, 1936, Howard University.

- Downing, Lewis King, M.S.E., Professor of Civil Engineering; Dean, School of Engineering and Architecture
 A.B., 1916, Johnson C. Smith University; S.B. in C.E., 1921, Howard University; S.B. in E.A., 1923, Massachusetts Institute of Technology; M.S.E., 1932, University of Michigan.
- Griffin, Francis E., B. Arch. Eng., Instructor in Architecture
 B. Arch. Eng., 1935, University of Michigan.
- Howard, Darnley E., M.E., Assistant Professor of Mechanical Engineering
 M.E., 1920, Brooklyn Polytechnic Institute.
- Hurley, Granville Warner, M. Arch., Instructor in Architecture.
 B. Arch., 1933, M. Arch., 1934, University of Pennsylvania.
- Jones, George Maceo, M.S. in Arch., Ph.D., Associate Professor of Architecture.
 S.B. in Architecture, 1925, M.S. in Arch., 1925, Ph.D. (C.E.), 1934, University of Michigan.
- Mackey, Howard Hamilton, M.Arch., Associate Professor of Architecture
 B.Arch., 1924, M.Arch., 1937, University of Pennsylvania.
- Richmond, Addison Edward, C.E., Assistant Professor of Civil Engineering
 B.C.E., 1928, C.E., 1936, Ohio State University.
- Roberts, Erskine Goode, M.S., Instructor in Mechanical Engineering
 M.S., 1933, Massachusetts Institute of Technology.
- Steele, Francis Warren, M.S. in E., Instructor in Civil Engineering
 C.E., 1933, Rensselaer Polytechnic Institute, M.S. in E., 1936, Harvard University.
- Welch, Ernest Rivers, M.S., Assistant Professor of Electrical Engineering
 S.B. in E.E., 1926, Howard University; M.S., 1931, University of Michigan.

Business

The commercial subjects were no more attractive to the students of Howard University than were the other industrial subjects. What interest there was in commercial education was engendered primarily by forces outside the student body.

The Negro soldier in the Civil War, as a class, did not know what to do with his money. The Reverend John W. Alvord, a chaplain in Sherman's army and later the general superintendent of education for the Freedmen's Bureau, and Anson M. Speery, a paymaster for the Negro soldiers, saw an opportunity. Already, banks for Negroes had been opened by army officers,—the Free Labor Bank of New Orleans in 1864, and the Military Savings Bank of Beaufort, South Carolina, a little later. These two carpet baggers planned a larger bank with branches, and with the headquarters in New York City. On March 3, 1865, as a result of the efforts of Alvord and Speery,

the Freedmen's Savings Bank and Trust Company was chartered by the Federal Government for Negroes only. By 1868, 34 branches had been established—32 in the South and two in the North. That year the bank at Washington, D. C., then three years old, was made the headquarters.⁴⁷ A \$260,000 building for it was erected opposite the United States Treasury.⁴⁸ This imposing edifice deeply impressed the Negroes of the city, many of whom were employed by the company, and many more of whom wished to prepare for such an opportunity. A petition was sent to the Trustees of Howard University in 1869 to open a business college in the city.⁴⁹ In response to this petition, on January 6, 1870, a Commercial School was opened.⁵⁰ It never prospered. For several years, however, this School of Commerce struggled along like the bank, which was also failing. The prosperity of both was merely apparent. In 1874, the bank closed, owing 70,000 depositors \$3,000,000. Its assets then were about \$1,500,000.⁵¹ This bank failure, the depression of 1873, and the competition of the city public schools were responsible for the failure of the Commercial School of Howard University. It was closed also in 1874. Twenty-nine years later, such business subjects as had survived under the supervision of the Normal and English Department were again organized into a Commercial College and granted the power to confer the degree of bachelor of science upon its graduates.⁵² Two years later, 1905, this Commercial College was reduced to a school of secondary standing and continued

⁴⁷J. W. Alvord, *Report on Schools and Finances of Freedmen for January, 1866*; *New National Era*, III, No. 12, March 28, 1872, pp. 5-6; *Report of the Select Committee to investigate the Freedmen's Savings and Trust Company—United States Senate Report No. 440*, 46th Congress, 2nd Session, April 2, 1880; 13 *Stat. at Large* 510-513, March 3, 1865.

⁴⁸*The Evening Star*, Washington, D. C., December 10, 1933 (a picture); *The Capital*, Washington, D. C., March 12, 1871, "Who buys real estate in Washington?"; *United States Senate Reports*, III, 1879-1880, "Investigation of the Freedmen's Savings and Trust Company by the Select Committee of the Senate," p. 21, *et passim*.

⁴⁹*Minutes of the Board*, January 6, 1870; *Petition*, September 24, 1869.

⁵⁰*Minutes of the Board*, January 6, 1870.

⁵¹*United States Senate Report*, No. 440, April 2, 1880; *The Evening Star*, Washington, D. C., February 27, 1938, C-4, col. 3.

⁵²*General Catalogue*, 1903-1904, p. 54; *Report of the President*, June 16, 1874, p. 1.

as such until 1919.⁵³ That year, all secondary work at the University was abolished. A School of Commerce and Finance of collegiate grade was established. Six years later this school was absorbed by the College of Liberal Arts.⁵⁴

CURRICULUM

Arithmetic, grammar, penmanship, and bookkeeping were the subjects taught prior to 1874.⁵⁵ Naturally, therefore, the entrance requirements were very low. Ability to read and write and fifteen years of age were the chief requirements. The announcement, to be sure, advertised an elaborate program. The circular stated:

There will be two courses of study: A Shorter Course, to include instruction in arithmetic and its application to commercial transaction, in grammar, and the appropriate forms of business; in bookkeeping, both single and double entry, sufficient to enable one to keep a set of books for the ordinary avocations in life; and in the Principles of Penmanship, according to the Spencerian system. Also, instruction will be given in the simple principles of Law, such as every man, and especially every business man, ought to understand. The Complete Course will include all before mentioned, and in addition more thorough instruction in the Science of Accounts, as applied to partnership, compound company business, agencies, exchanges, commission, manufacturing, railroading, banking, shipping, steam-boating, and other forms of business; also more thorough instruction in commercial law.⁵⁶

The four subjects named above, however, were the four subjects actually taught. From 1874 to 1885, the Normal Department offered these same subjects as a part of its curriculum. In 1885, typewriting was added. Six years later, the commercial subjects began to emerge from the normal subjects. At that time, the English Department, which had fallen heir to all the subjects of the Normal Department with the exception of pedagogy, began to be called the English and Commercial Department. Two years later, all English subjects were discontinued and the commercial subjects were organized as a department. There was at first a two-year course and later a three and then a four-year course.⁵⁷ The four-year course led to the degree of bachelor of science.

⁵³*General Catalogue*, 1918-1919, p. 147; *Report of the President*, 1918-1920.

⁵⁴*General Catalogue*, 1925-1926, p. 172.

⁵⁵*Ibid.*, 1871-1872, p. 70.

⁵⁶*See Circular*, 1870.

⁵⁷*General Catalogue*, 1903-1904, p. 54.

FIRST YEAR

First Term—Algebra (4), English Language (3), Bookkeeping (3), German (4), Typewriting (3), Shorthand (3)

Second Term—English Language (3), Bookkeeping (3), Geometry (4), German (4), Typewriting (3), Shorthand (3)

Third Term—Trigonometry (4), English Language (3), German (4), Bookkeeping (3), Typewriting (3), Shorthand (3)

SECOND YEAR

First Term—Commercial Law (4), Physical Geography (4), English Language (3), German (4), Typewriting (3), Shorthand (3)

Second Term—Commercial Geography (4), Physiology (4), Banking Exercises (1), German (4), Typewriting (3), Shorthand (3)

Third Term—Zoology (4), Typewriting (3), Shorthand (3), Psychology (4), German (4)

THIRD YEAR

First Term—English Literature (3), Commercial History (4), American History (3), Constitution of the United States (3), Typewriting (3), Shorthand (3)

Second Term—English Literature (3), English History (4), International Law (4), Statistics (2), Typewriting (3), Shorthand (3)

Third Term—Political Economy (5), American Literature (3), Sociology (Field Work) (3), Civics (3), Typewriting (3), Shorthand (3)

The fourth year was elective. Special lectures on production, transportation, banks and banking, insurance, tax gathering, manufacturing, mining, real estate, railroads, canals stock-exchange and journalism were advertised.⁵⁸

This course was not popular and was soon reduced to a four-year course of secondary grade and continued as such for fourteen years. In 1913, the following statement appeared:

Students who cannot take a four year course and who may have special reasons for wishing to pursue only certain lines may be permitted, upon consent

⁵⁸*General Catalogue*, 1903-1904, p. 60.

of the faculty, to take either of the following groups, with the privilege of electing such other studies as they may desire, doing the usual three years' required work in two years if they are able.

GROUP I	GROUP II
Shorthand	Bookkeeping
Typewriting	Commercial Arithmetic
English	English
Commercial Law advised and perhaps one year of Bookkeeping	Typewriting Commercial Law advised and perhaps one year of Shorthand ⁵⁹

From 1919, at which time all secondary work at the University was abolished, to 1925, the Commercial Department consisted of a two-year course of collegiate grade, arranged in three groups: insurance, finance, and accounting. Each led to the degree of bachelor of science in commerce.⁶⁰

ENROLLMENT

The enrollment was never large. "... at first (1869), only two or three came, who said that they would not come on account of the distance." Later, "some of the young ladies ... withdrew because of the great distance and dark nights." And so, notwithstanding the low entrance requirements, "the class ran to about twenty only paying at the rate of \$3.00 per month." The tuition was reduced to \$2.00 per month and the school was removed to the city. This was in January, 1870; 33 was the total for that year. The enrollment continued to be small. From the beginning, an average of 50 had been expected at the rate of four dollars per month. Upon that calculation, the principal, William R. Hooker, had employed four teachers in addition to himself: H. H. Northrup, John Tweedale, a Mr. Spragen, and John W. Stickney of the Freedmen's Saving Bank and Trust Company. But within two months' time, it was found that two were enough. Thus for three or four years the school dragged on. On January 23, 1874, S. Twichell, the principal, wrote to the Trustees:

The School has been in a condition of suspense since the 15th instant and I shall make no charge for my services since that date. Should it be deemed advisable to close the school, I trust early measures may be taken to settle the

⁵⁹*General Catalogues*, 1905-1906, pp. 78-79; 1913-1914, p. 195. Proposed addition to the Catalogue for 1913 (found in the Records of the Commercial Department).

⁶⁰*Ibid.*, 1924-1925, p. 177.

present liabilities. If the University have no funds at present applicable to this subject, I would take furniture . . . for my past salary.⁶¹

Thus the first Commercial School died a natural death. And during the first quarter of the twentieth century, it began to be apparent that the new Commercial College also was failing to attract the students. Hence in 1914, an attempt was made to have the College of Arts and Sciences grant entrance credit for commercial subjects. By this means it was hoped to attract more students to the Commercial College.

The attention of the faculty of the Academy was called to this proposition of the Commercial College requesting the College of Arts and Sciences "to give credit for commercial subjects towards admission to college." After careful consideration, the following action was taken: It is the sense of the Academy faculty:

- (1) That the proposed plan of the Commercial College to extend or broaden its course so as to meet the requirements for admission to college is an unwarranted departure from the original purpose of its organization—the offering of courses for a business training.
- (2) That in so far the Commercial College plans to perform the functions of a fitting school to that extent it encroaches upon the specific work of the Academy, since the Academy has been established by the Trustees for the express purpose of college preparation.
- (3) That the proposed plan would inevitably result in the unnecessary duplication of courses and the needless multiplication of teachers.
- (4) That the Faculty urgently requests the privilege of appearing before any committee of the Board of Trustees, if this matter should ever reach that stage of consideration.⁶²

In reply the Commercial College said:

In answer to the letter of March 21, 1914, from Prof. E. P. Davis, Secretary of the Academy Faculty, I have been instructed to say that it is not now, and never has been, the object of the Faculty of the Commercial College to broaden its courses so as to make it in any respect a school for fitting students for colleges. It will be observed that it is very seldom that a student goes from the Commercial College into the School of Arts and Sciences or the Teachers College. It is the desire of the Commercial College, as in the case of other Commercial Colleges, to have studies that count when students do go to College. Eighty-eight (88) Colleges in the United States give credit for Commercial studies more or less. The great object of the Commercial College of Howard University, is to offer courses that will fit students for business and practical life, and not to enter colleges.

⁶¹*Report of S. Twichell to the Board of Trustees, January 23, 1874.*

⁶²A letter from the Faculty of the Academy to the Faculty of the College of Liberal Arts, March 21, 1914.

An examination of the curriculum of the Commercial College will reveal the fact that it is highly specialized and complete. By order of the Faculty.⁶³

Department rivalry and duplication of courses led eventually to the abolishing of the Commercial College.⁶⁴

The Department of Commerce and Finance today offers twenty-three courses, designed to acquaint the student with the basic principles of business administration as well as to provide a certain amount of specialization in certain fields. The following general outline of the courses of instruction gives an idea of the scope of the work:

Accounting	Marketing
Advertising	Money and Banking
Business Finance	Real Estate
Business Law	Retailing
Corporation Finance	Statistical Methods
Insurance	Salesmanship
Investments	Principles of Business
Management	

This commercial program comprises approximately two years, which enables the student to acquire a liberal background in the arts and sciences. The courses are so distributed in the general collegiate program that the student may pursue business studies from the freshman through the senior year. The degree of bachelor of science in commerce is conferred upon those students who obtain fifteen or more units in Commerce and Economics.

The method of instruction in practically all of the courses is through the use of business cases and coordination of class work with practice. To enable the student to obtain the greatest possible acquaintance with business procedure, contacts with various types of local business enterprises are maintained which provide opportunity for intimate observation, and, in many instances, part-time employment to those interested in a particular field. This maintenance of a close contact between the Department and business organizations is not only important from the point of view of helping the students, but it is also essential to enable the members of the faculty to keep abreast of the rapidly changing conditions in business affairs.⁶⁵

⁶³A letter from the Commercial College to the Academy.

⁶⁴*Facts about Howard University*, 1918-1926, p. 7.

⁶⁵Jesse W. Lewis to Walter Dyson.

It is interesting to note that while many graduates have pursued graduate work elsewhere, 90% of the graduates with the degree of B.S. in Commerce have entered into actual business endeavor or engaged in closely related lines. The Department keeps in close touch with graduates earning their livings in the fields of marketing, real estate, banking, insurance, secretarial service, in institutions, and in government agencies. Those graduates engaged in marketing operate chiefly as salesmen of such products as automobiles, tires, electrical appliances, etc., or as retailers in foods, drugs, gasoline and oil, jewelry or similar lines. A significant fact in this connection is that a large percentage of the graduates have started and maintained successful businesses under their own management. Three outstanding examples are Brown's Service Station one of the leading gasoline and oil service stations in Washington, D. C., the University Grill, and the Northwest Amusement Company, Inc. These businesses, owned and managed by three former Howard students—Messrs. William Brown, Anthony Pierce, and Charles Coley—employed in 1937 approximately 30 people.⁶⁶

With only two full-time instructors and one part-time instructor and with inadequate equipment, this program has been heavy to carry. The academic training of the members of the faculty for 1939-1940 was as indicated below:

*Fitzhugh, Howard Naylor

S.B., Harvard College, 1931; M.B.A., Harvard Graduate School of Business Administration, 1933

Instructor in Commerce and Finance.

Lewis, Jesse Walter

S.B., Shaw University, 1922; M.B.A., New York University, 1925

Assistant Professor of Commerce and Finance.

Mitchell, James B.

B.S. in Commerce, Howard University, 1937; A.M., Howard University, 1938.

Instructor in Commerce and Finance.

West, William Benyon

S.B., Colby College, 1919

Assistant Professor of Commerce; Dean of Men.⁶⁷

⁶⁶A Statement made by the Faculty of the Department of Commerce.

⁶⁷On leave of absence, 1939-1940.

⁶⁷*General Catalogue*, 1939-1940.

XII. *The Fine Arts*

Music

The chief concern of the founders of Howard University was the preparation of preachers of the gospel. Since it was necessary for a preacher to sing, music was made an important subject in the proposed Theological Seminary. But because of the delayed opening of the Seminary, music developed independently. Another reason for the early development of music at the University was the general belief that the Negro was gifted in music. Many lovers of music applied for positions at the University, wishing to help in the development of this peculiar aptitude of the race. Some wished to organize a band; others wished to introduce some peculiar musical instrument which would displace the "objectionable banjo"; still others applied to teach singing, organ, or piano.¹

Meanwhile the Board of Trustees decided in 1867 that "singing may be practical in the opening religious services of the school each day, and at other times, with occasional instruction in the elements."² It was not, however, until 1870 that an instructor in music was appointed. J. Emma Griffin, the first teacher of music, resigned after two months of service—"the present number of scholars affording so small compensation."³ For the same reason the two appointees who followed her, Anne M. Thomas, 1870-71, and G. L. Ford, 1871-73, each after a year of service, resigned.⁴ M. E. Goldberg served from 1873 until 1874. By him the glee club was organized in 1873, and the choir in 1874.⁵ That year the department was closed because of the panic. From 1874 to 1892, the work in music at

¹Henry Fries to O. O. Howard, July 19, 1869, a letter; Theodore Hansen to O. O. Howard, February 17, 1870, a letter.

²*Report of the Committee on the Course of Study in the Normal and Preparatory Department*, September 10, 1867.

³*M of B.*, November 1, 1869; *ibid.*, November 4, 1869; *Third Annual Report of Howard University*, July, 1870; Miss Griffin to the Trustees, November 1, 1870,—resignation.

⁴*M. of B.*, September, 1871; *General Catalogue*, 1871-1874.

⁵M. E. Goldberg to J. M. Langston, June 10, 1874; *M of B.*, October 1, 1873; *Report of the President*, June 16, 1874.

the University was very irregular. During the first two years, students were employed.⁶

But the students wanted more competent instruction and petitioned the faculty in 1876 for a teacher for the choir and the glee club. Thereupon, the president, the next year, delegated a Mr. Taylor, an instructor in the Theological Department, to take charge of music.⁷ Taylor taught one year. From 1878 to 1892, the music taught at the University was taught by the president's daughter or son, or by some outsider who was willing to teach for the fees which might be collected. Caroline Patton taught from 1885 to 1886; Grace R. Dufour from 1887 to 1890.⁸

In 1888 George J. Cummings, dean of the Academy, was requested by President Patton to play a small cabinet organ regularly at chapel and Sunday services. President Patton was often the chief singer at such times. The same organ was used as late as 1934 in the Theological Department.⁹ After a year or two, a small choir was formed, and Dean Cummings became the leader. At the twenty-fifth anniversary of the First Congregational Church of Washington, D. C., in 1890, this choir sang several selections.¹⁰ There was no teacher of music at Howard University from 1890 to 1891. From 1891 to 1892, Edith E. Rankin taught piano and Henry L. Chase voice.¹¹

In 1893, William J. Stevens was put in charge of music. Stevens served for eleven years, during which time he developed the glee club and choir.¹² During 1898, the daughter of Dean Cummings popularized a higher type of music in the University by giving recitals at her home, in which she spoke of the lives of the composers, and played selections from their compositions upon the piano. She did no teaching.¹³

⁶*Minutes of the Executive Committee*, January 18, 1875, p. 72.

⁷*Ibid.*, 1874-1877, May 2, 1877, p. 188, *et passim*.

⁸*General Catalogue*, 1876-1878; *ibid.*, 1890-1892.

⁹*Howard University Record*, January, 1915, IX, No. 1, "The Conservatory of Music."

¹⁰*Ibid.*

¹¹*General Catalogues*, 1890-1892.

¹²*Ibid.*, 1893-1894 to 1903-1904.

¹³*Howard University Record*, January, 1915, IX, No. 1, "The Conservatory of Music."

For the sessions from 1901 to 1903, Mayme Hilyer, wife of one of the trustees, gave instruction in piano.¹⁴ In 1903, Abbie L. Williams was appointed instructor of music and had charge of the choir.¹⁵ About a year later, Gabrielle L. Pelham, of the Conservatory of Music of Adrien, Michigan, was made director of music in the University.¹⁶ During the same year, Lulu V. Childers, a graduate of the Oberlin Conservatory of Music, was appointed to teach methods in music in the Teachers College.¹⁷ That year, music at the University, which since 1874 had been under the supervision of the secondary departments of the school, was transferred to the Teachers College.¹⁸ From that college it emerged in 1913 as the Conservatory of Music, of collegiate grade.¹⁹

With the appointment of Lulu Vere Childers as the director of the Department of Music there began a thirty-five year period of slow but steady growth. Miss Childers, like Mrs. Pelham, her predecessor, had great faith in the ability of the students to sing the famous compositions of music. Immediately she organized a choir and a choral society. The rendition of *Elijah* by Mendelssohn in 1907 was so successful that the place of the Department of Music of the University was assured. Thirty years later the choral society was still popular. It was reported in 1939 that

Students of the music department of Howard University gave performances of Verdi's "Il Trovatore" . . . at the Howard Theatre. The direction, both in the pit and on the stage, was excellent. Several of the soloists showed excellent vocal and dramatic gift. The choruses were brilliant, the ballet picturesque, the orchestra competent, though practically unprofessional, and every person in the production, the conductor excepted, is a Negro.²⁰

Between the rendition of *Elijah* in 1907 and *Il Trovatore* in 1939 many other famous compositions were sung by the choral society; among them were *The Messiah* by Handel, in 1912, *The Children's Crusade* by Gabriel Pierne in 1915, and *Hiwatha* by Coleridge Taylor in 1919. The Sunday afternoon

¹⁴General Catalogue, 1902-1903.

¹⁵*Ibid.*, 1903-1904.

¹⁶*Ibid.*, 1904-1906.

¹⁷*Ibid.*, 1905-1906.

¹⁸*Ibid.*

¹⁹Report of the President, June 30, 1913; General Catalogue, 1913-1914.

²⁰Glenn Dillard Gunn, *The Times-Herald*, May 21, 1939.

Vespers conducted by Miss Childers in the chapel on the campus were attended by capacity audiences for years. In fact, not until the development of the automobile and the introduction of Sunday moving pictures and Sunday baseball did these audiences fall off. But through the years the enrollment of students in music did not grow as did the popular audiences. The enrollment was fickle from year to year. From an enrollment of nine pupils at the beginning of the year 1870, the attendance increased rapidly to 35 during the year—15 in piano and 20 in voice.²¹ Three years later, however, the enrollment had fallen to seventeen and for 20 years the attendance was very low. With the appointment of Wm. J. Stevens as the director of music in 1893 there began a gradual increase in enrollment. At the end of his directorship, the enrollment had reached 200. During this period, i.e., from 1893 to 1904, the work in the Department of Music was unclassified. That fact accounts in large measure for the increased enrollment. Under Miss Childers the enrollment was relatively small. This small enrollment was due chiefly to the fact that the Department of Music was elevated to collegiate rank and carefully graded. The enrollment from 1929 to 1935 was as follows:

1929-30	78	students
1930-31	107	"
1931-32	121	"
1932-33	118	"
1933-34	139	"
1934-35 (1st semester)	178	"
1934-35 (2nd semester)	179	" 22

The distribution of the students of music according to subjects pursued during the year 1930-1931, a typical year, was as follows:

Students majoring in Piano	20
Students majoring in Organ	3
Students majoring in Violin	2
Students majoring in Voice	7
Students majoring in Public School Music	13
Total Degree Students	45

²¹*Third Annual Report of the Howard University, July, 1870.*

²²*Report of the Director of School of Music, 1934-1935.*

Children's Department	43
Special Students in Violin.....	9
Special Students in Piano and Voice.....	13
Total enrollment	65 ²³

The distribution of the students in music according to sex during 1932-1933, a typical year, was as follows:

Degree Students	Women	Men
Freshmen	3	3
Sophomore	5	1
Junior	4	4
Senior	5	2
	17	10
Special Students in Music (Classified in College)		
Piano, Voice, Violin.....	8	6
Special Students in Music (Classified in Graduate Division)		
Voice, Piano	2	1
Special Students in Music		
Piano, Violin, Voice.....	4	
Unclassified Students in Music		
Music and Theory.....	1	1
Special Students in Music (Classified in the Junior Department)		
Piano	63	
Violin	8	
Total	31	71
Grand Total	121	19 ²⁴

By 1935 the students in the School of Music were classified as follows:

CLASSIFICATION OF STUDENTS IN SCHOOL OF MUSIC²⁵

1935-1936

FIRST SEMESTER

Degree Students (Majors).....	42
Piano Department	14
Public School Music Department.....	14
Organ Department	5
Voice Department	7
Violin Department	2

²³*Ibid.*, 1930-1931.

²⁴*Ibid.*, October 14, 1933.

²⁵*Ibid.*, 1935-1936.

Classified in College (Special in Music)	11
Piano Department	6
Voice Department	4
Violin Department	1
Graduate Students	4
Piano Department	1
Voice Department	1
Violin Department	1
Organ Department	1
Special Students	120
Piano Department	3
Organ Department	1
Theory Department	1
Voice Department	2
Violin Department	16
Junior Department	97
Total	177

SECOND SEMESTER

Degree Students (Majors)	44
Piano Department	17
Public School Music	14
Organ Department	2
Voice Department	9
Violin Department	2
Classified in College	20
Piano Department	4
Voice Department	1
Violin Department	1
Theory-Appreciation	14
Graduate Students	3
Piano Department	1
Voice Department	0
Violin Department	1
Organ Department	1
Special Students	144
Piano Department	3
Organ Department	2
Theory Department	0
Voice Department	0
Violin Department	14
Junior Department	95
Total	181

With a slowly increasing enrollment the income of the School of Music also increased slowly. The first teacher of music resigned in 1870 because the income of the Department

was not attractive. The income for the year 1873-1874 was one hundred and fifty dollars. For 35 years thereafter, the annual income was about the same. The small income during these years was due partly to the announcement carried in the catalogue that "Thorough instruction in the rudiments of vocal music will be given to classes composed of any members of the Institution who wish it without extra charge."²⁶ It was due partly also to the fact that the tuition in piano for a quarter or for 24 lessons was twelve dollars and the charge for the use of a piano two hours a day for a quarter was five dollars. During the year 1906-1907, Miss Childers reported an income of \$295.50.²⁷ From 1913, when the Department of Music became the Conservatory of Music, to 1927 the annual income and expenditures were as follows:

	<i>Income</i>	<i>Expenditures</i>
1912-13	\$1,979.76	\$2,044.08
1913-14	2,988.94	2,657.65
1914-15	2,967.99	3,719.24
1915-16	3,077.79	4,367.60
1916-17	3,754.81	4,999.18
1917-18	3,955.18	5,361.30
1918-19	4,905.37	6,683.84
1919-20	7,555.33	9,183.24
1920-21	9,264.08	10,988.63
1921-22	9,312.93	13,285.54
1922-23	8,977.09	13,853.98
1923-24	9,992.50	13,476.80
1924-25	10,234.25	13,418.51
1925-26	7,569.00	13,362.04
1926-27	8,967.09	16,083.00 ²⁸

The annual income from the concerts given by the choral society and the income from the concert series increased more rapidly than the income from tuition. Some years the profit from these concerts amounted to over a thousand dollars.²⁹

With an increasing enrollment and an increasing income it was possible to enrich the curriculum by the addition of new offerings. For years, piano and voice were the only subjects offered. For several years, Lulu V. Childers and Beatrice

²⁶*General Catalogue*, 1871-1872.

²⁷*Report of the Director of School of Music*, May 10, 1927.

²⁸*Ibid.*

²⁹*Ibid.*, June, 1939.

Lewis offered the entire curriculum. Miss Childers taught voice and Miss Lewis piano. In 1910 the theory of music was added to the curriculum; the next year, ear-training was introduced; and in 1913 the history of music was added. While the Conservatory of Music was of collegiate grade after 1912, not until 1929 were all of the courses on a four-year basis leading to the bachelor's degree. During 1929 public school music was introduced. A department of Public School Music was established to deal with all phases of the musical education of a child from its early age in the kindergarten, primary, and intermediate grades to the high school and college level, and to prepare young men and women as teachers and supervisors of music in the various states.³⁰ During 1929 also a Junior Department was established to make it possible for children to begin music at a very early age in the most modern methods.³¹

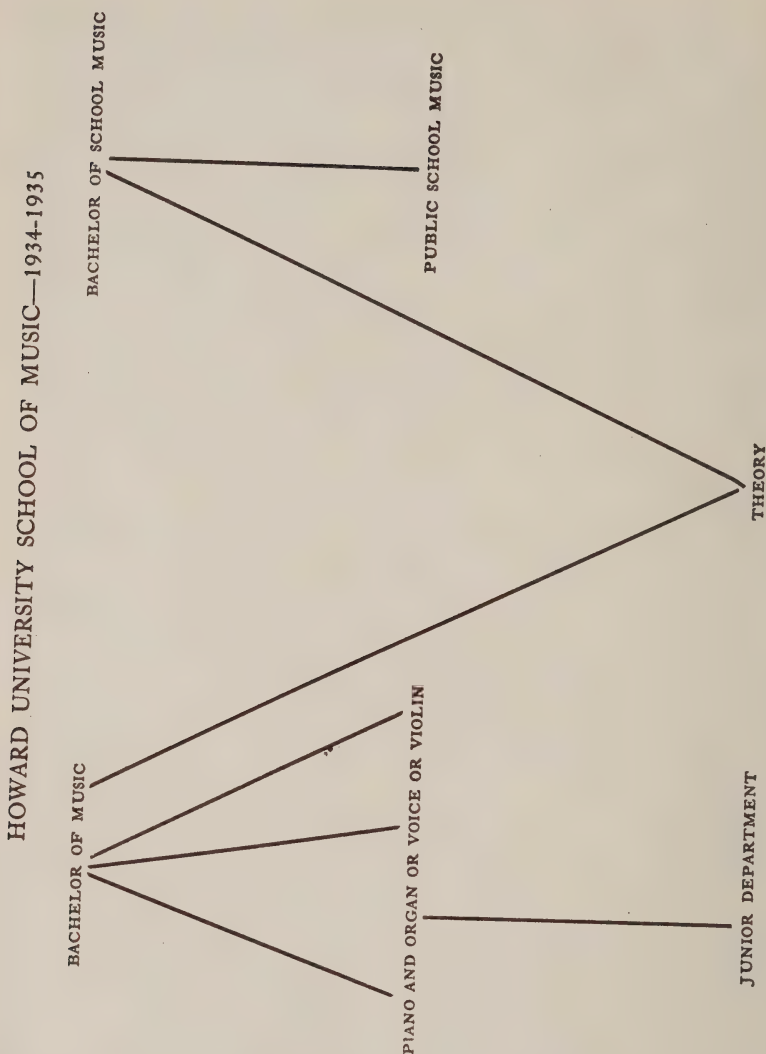
By 1934 the curriculum of the School of Music had been organized leading to the degree of bachelor of music and to the degree of bachelor of school music.³²

Slowly through the years while enriching the curriculum Lulu V. Childers also assembled an able and progressive faculty. Immediately upon her appointment in 1905, Lulu V. Childers selected C. Beatrice Lewis as instructor of piano. Four years later C. Beatrice Lewis took a leave of absence to study in the New England Conservatory of Music, whereupon Maude E. Young, a graduate of the Oberlin Conservatory, was appointed instructor of piano. Maude E. Young held this position from 1909 to 1912. From 1910 to 1912 Myrtle Burgess, a graduate of the Toronto Conservatory of Music, assisted Maude E. Young. Upon the resignation of Maude E. Young in 1912, Roy Wilfred Tibbs, a graduate of the Oberlin Conservatory of Music, was appointed instructor of piano and for one year was assisted by Clarice Jones, a graduate of Ithaca Conservatory. In 1911 Joseph Douglass, a grandson of Frederick Douglass, was appointed instructor of violin and put in charge of the band and orchestra. He resigned in 1913. Joseph Harrison followed Douglass as instructor of violin and re-

³⁰*Ibid.*, 1929-1930.

³¹*Ibid.*, 1929-1930.

³²*Ibid.*, 1934-1935.



ained in the University until 1921. In 1914 Beatrice Lewis returned with her degree, only to resign in 1918. That year Madeline V. Coleman was appointed instructor of piano.

During the 22 years following the World War 15 teachers at least and a secretary-librarian were appointed in the School of Music. After 1928, the duties of the secretary-librarian

were performed efficiently by Davie Eugene Edwards. Of the teachers during that 22 year period, Charles Cecil Cohen was appointed in 1921 as instructor of piano; the same year Wesley Howard was placed in charge of the department of violin, band and orchestra. Six years later John J. Brice succeeded Wesley Howard as instructor of the band. Carolyn Virginia Grant was appointed to assist Lulu V. Childers in voice in 1922. Four years later Camille Nickerson was added to the department of voice. From 1929 to 1937 William D. Allen was an instructor in piano, organ and the history of music. Robert Todd Duncan and Louia Vaughn Jones were appointed in 1930, the former to instruct in voice and the latter in violin. In 1931 Gladys Adgie Rotan-Chambers was made instructor in piano. The next year Lillian Azalia Mitchell was appointed instructor in piano. In 1935 Grayce Roberts Hawkins was added to the faculty as part-time assistant of piano in the Junior Department.³³ Two years later, Hazel Lucille Harrison was appointed instructor in piano. William Allyn Hill was appointed in voice in 1935-1936 during the absence of Robert Todd Duncan.

By 1935 the faculty of the School of Music and the schedule of each teacher was as shown on page 136.

By 1938-39 the distribution of the faculty of the School of Music according to rank was as follows:

<i>Teaching Rank</i>	<i>Full Time</i>	<i>Part Time</i>	<i>Full Time Equivalent</i>
Professors	2	--	2.00
Associate Professors	1	--	1.00
Assistant Professors	3	--	3.00
Instructors	4	--	4.00
Substitute Instructors	1	1	1.00
Temporary Instructors	--	1	1.00
Part-time Instructors	--	2	1.50
Part-time Assistant	--	1	.50
Totals	11	5	14.00 ³⁵

In addition to the regular daily schedule of each teacher, many of the members of the faculty of the School of Music had heavy extracurricular requirements. The extracurricular re-

³³*Ibid.*, June 29, 1936.

³⁵*Ibid.*, July 8, 1939.

SCHOOL OF MUSIC TEACHERS' SCHEDULES—1935-1936³⁴

Name of Instructor	Courses Taught	FIRST SEMESTER		SECOND SEMESTER	
		Hours	Students	Hours	Students
Allen, William	Piano, Organ, History and Appreciation of Music	Leave of Absence	Leave of Absence	Leave of Absence	Leave of Absence
Baskerville, Lillian	Piano	25	33	26	32
Childers, Lulu Vere	Voice	4	4	4	4
Cohen, Charles C.	Piano	29	30	28	28
Coleman, Madeline V.	Theory and Sight-Playing	15	26	14	22
Duncan, R. Todd	Public School Music and Voice	Leave of Absence	Leave of Absence	Leave of Absence	Leave of Absence
Grant, Carolyn V.	Theory and Voice	15½	39	14	31
Hill, William Allyn	Voice	17	17	14	14
Jones, Louia V.	Violin, String and Percussion instrument—Classes and Orchestration	24½	54	21½	57
Nickerson, Camille L.	Piano and Piano Methods 155-156	24	42	26	39
Rotan, Gladys Adgie	Piano	24	30	22	24
Simmons, Alice C.	Public School Music, Piano, History and Appreciation of Music	24	30	21	45
Tibbs, Roy	Piano and Organ	23	24	16	18

³⁴*Ibid.*, 1935-1936.

quirements of the members of the faculty for 1938-1939 were as follows:

<i>Organization</i>	<i>Teacher in Charge</i>	<i>Hours Required</i>
University Choir and soloists	L. V. Childers	6
University Choir and soloists	Roy Tibbs, Organist	2½
University Glee Club	Roy Tibbs	4
Women's Glee Club	Carolyn V. Grant	3
Women's Glee Club	Madeline V. Coleman	3
Opera Cast	Kai de Vermond	Unlimited
Opera Accompanists	Mary Formwalt	Unlimited
Orchestra for Opera	Louia V. Jones	Unlimited
Concert Series	Charles C. Cohen	Unlimited ³⁶

Notwithstanding the heavy schedule carried by each teacher in the School of Music, each member of the faculty has continued to study. Each member of the faculty has taken a leave of absence at one time or another to study either in America or abroad. Madeline Violetta Coleman received an artist diploma from the New England Conservatory of Music in 1927. Columbia University conferred upon Carolyn V. Grant an A.M. in 1934. In June, 1936, William D. Allen earned the Master's degree from the Oberlin Conservatory of Music. Lillian A. Mitchell earned the same degree at the University of Pennsylvania in 1938. During 1935-1936 and 1938-1939, Robert Todd Duncan was on leave of absence. He sang the title role in George Gershwin's opera "Porgy and Bess" during 1935-1936, and during 1938-1939 was the star of the musical drama, *The Sun Never Sets*, and appeared as guest artist with the Philharmonic Orchestra at the Lewisohn Stadium in New York City.³⁷ Because of Duncan's many concert engagements away from the University Kai de Vermond was appointed to assist in voice. De Vermond had had wide experience with the grand opera in Europe and in America, and was very successful in directing the students of the School of Music in the presentation of operas.

Several of the members of the faculty of the School of Music have published original compositions. The song entitled "You Don' Know When," arranged by Camille Nickerson, was the first original composition by a member of the faculty to appear.

³⁶*Ibid.*, July 8, 1939.

³⁷*Ibid.*, 1936 and 1939.

"Lullaby," also by Camille Nickerson, appeared later. William D. Allen wrote a composition for a string quartet which the teachers at the Institute of Musical Art in New York City criticized favorably. A composition by Roy W. Tibbs was dedicated to Howard University. Charles C. Cohen has to his credit five original compositions: "Death of an Old Seaman," 1934,—words by Langston Hughes (Copyright secured March, 1935); "If You Should Go," 1934-1935,—words by Countee Cullen; "Let's Say Good-bye," 1934-1935,—words by Georgia Douglass Johnson; "Just a Song," 1934-1935,—words anonymous; and "Four Winds," 1935,—words by Sara Teasdale.³⁸

The academic training of the members of the faculty of the School of Music for 1939-1940 was as indicated below:

- Brice, John J.—Assistant in Public School Music (Brass-wind and Wood-wind Classes); 1926, Graduate Army Bandmasters' Music School; Sergeant, U. S. A.
- Chambers, Gladys Rotan—B.S.M., Instructor in Piano; B.S.M., 1930, Howard University.
- Childers, Lulu Vere—Mus.B., Professor of Voice; Director, School of Music. Mus.B., 1896, Oberlin Conservatory of Music.
- Cohen, Charles Cecil—Mus.B., Assistant Professor of Piano and History of Music; 1914, Graduate Fisk University (Music Dept.); Mus.B., 1917, Oberlin Conservatory of Music.
- Coleman, Madeline Violetta—Associate Professor of Piano and Theory; Teacher's Diploma, 1918, Soloist's Diploma, 1927, New England Conservatory of Music.
- De Vermond, Kai—M.S., Instructor in Voice; 1913, Metropolitan School of Copenhagen; Mus.B., 1919, Conservatory of Leipzig; M.S., 1930, Verdi Music Conservatory of Milan.
- Duncan, Robert Todd, A.M.—Assistant Professor of Public School Music and Voice; A.B., 1925, Butler College; A.M., 1930, Columbia University.
- Formwalt, Mary Voila—Instructor in Piano; Institute of Musical Art.
- Grant, Carolyn Virginia, A.M.—Assistant Professor of Voice and Theory; A.B. in Education, 1919, Mus.B., 1922, Howard University; A.M., 1934, Columbia University.
- Harrison, Hazel Lucille—Instructor in Piano; Pupil of Busoni and Petri.
- Hawkins, Grayce Roberts, Mus.B.—Assistant in Piano; Mus.B., 1933, Howard University.
- Jones, Louia Vaughn—Instructor in Violin and Public School Music Methods; Strings and Percussion Instrument Classes; Orchestration; 1918, Graduate New England Conservatory of Music.

³⁸*Ibid.*, 1930 and 1935; *The Howard University Bulletin*, XVII, No. 2, August 15, 1937, "A Creole Song," p. 3, col. 3.

Mitchell, Lillian Azalia, M.S. in Music. Ed.—Instructor in Piano and Public School Music; Mus.B., 1929, Howard University; M.S. in Music Education, 1940, University of Pennsylvania.

Nickerson, Camille Lucie, Mus.M.—Instructor in Piano and Piano Methods; Mus. B., 1916, Mus.M., 1932, Oberlin Conservatory of Music.

Tibbs, Roy Wilfred, Mus.M.—Professor of Piano and Organ. 1906, Graduate Fisk University; Mus.B., 1912, Mus.M., 1916, Oberlin Conservatory of Music.

Also during the years, a School of Music Library has been built up. This library is located in the main conservatory building and contains 5,500 compositions for piano, organ, voice, violin and orchestra; approximately 1,500 copies of public school music books, operettas, symphonic and opera scores; 10,000 copies of octavo music for male, female and mixed voices; 500 copies of oratorios for mixed voices, and 50 volumes of phonograph records.

Thus through the efforts of an able and devoted director and faculty throughout the years, the School of Music of Howard University became a grade A school, recognized by the leading authorities on Music Education in the United States, among them the Juilliard Musical Foundation of New York.

Painting

The foundation of painting is drawing. The history of drawing at Howard University may be divided into five periods—the first from 1871 to 1891, the second from 1891 to 1917, the third from 1917 to 1921, the fourth from 1921 to 1936 and the fifth from 1936 to the present time.

In 1871 Miss F. E. Isham was appointed to teach drawing and assigned to the Normal Department of the University.³⁹ The next year in a report to the Trustees of the University, John A. Cole, the financial agent, said: "Music, drawing and other accomplishments should be within the reach of all."⁴⁰ But this early enthusiasm for drawing at the University soon died out primarily for lack of means for mere "accomplishments." In 1889 Walter N. Weston, the superintendent of the

³⁹*General Catalogue*, 1871-1872.

⁴⁰*Report of J. A. Cole*, August 3, 1872; *Minutes of the Executive Committee*, January 27, 1876.

Industrial Department, in his annual report to the Trustees, said:

At present no provision is made at the University for instruction in drawing, a branch of study upon which largely depends the certain and permanent success of our industrial work. Most students come here with no knowledge whatever of drawing, and beginners as well as the more advanced are thereby continually retarded in their progress. It is not within the scope of the manual training shop to teach drawing; its principles, however, are constantly called into requisition, and it is by reason of this fact that its teaching in connection with mechanical work is especially educative, and without which complete success in the latter is impossible.

For these reasons I suggest the employment of a man to teach drawing and to assist as instructor in manual training. In addition to thus meeting the needs above mentioned such an arrangement would render available many resources hitherto unused. Our tin-shop, for instance, offers a field for the teaching of that valuable branch of industrial work known as "surface development," but which is entirely dependent upon drawing.⁴¹

The College, Normal and Preparatory Departments concurred in this recommendation.

Immediately Della P. Mussey was appointed in 1890 to teach mechanical drawing in the Industrial Department.⁴² So many students enrolled in drawing that Ermina M. McCormick was appointed the next year to assist.⁴³ Miss McCormick continued to teach throughout 1891-92. For a few months during 1893 Nettie Howe taught drawing. Upon her resignation, Harry J. Bradford was appointed and remained at the University for 18 years. It is interesting to know that James Vernon Herring, who is in charge of the art work at the University today, was a pupil of Bradford between 1906 and 1908.

In 1891 drawing was transferred from the Industrial Department to the Normal Department as "drawing" and not "mechanical drawing."⁴⁴ This transfer from the Industrial to the Normal Department was epoch-making. It suggested that the emphasis was beginning to be placed upon the educative value of drawing. With this transfer of emphasis in 1891 the second period in the history of drawing at the University began. Fortunately throughout this whole second period drawing at the University was in charge of one teacher, Harry J. Brad-

⁴¹*Report of Weston to the President*, 1889.

⁴²*General Catalogue*, 1889-1890.

⁴³*Ibid.*, 1890-1891.

⁴⁴*Ibid.*, 1891-1892.

ford. Much progress was made, especially in mechanical drawing. But it was with the appointment of William N. Buckner as instructor of drawing in 1917 that the third period in the history of drawing at the University began. Under Buckner the students in drawing devoted their time "expressing simple forms by lines . . . drawing of historical ornaments; free-hand and mechanical perspective; drawing from objects and casts in light and shade and pencil sketching."⁴⁵ Thus Buckner during his six years at the University emphasized the artistic side of drawing. Fortunately for painting, William A. Hazel was appointed in 1919 to teach architecture. Hazel organized a Department of Architecture. In this Department "especial stress (was) laid upon the subject of architectural history, covering the field of painting and sculpture. The study of architectural design (was) emphasized from the standpoint of architecture as a fine art."⁴⁶

Albert I. Cassell of Cornell University was added to the faculty of the Department of Architecture in 1920, and upon the resignation of Hazel the next year, was placed in charge of the department. The increased number of students and the employment of Cassell by the University in its building program made an assistant necessary. In 1921 James V. Herring, a graduate of Syracuse University, was employed as Instructor in Architecture and to teach the subjects in the field most closely related to the fine arts. For the first time at the University illustrated lectures in the history of architecture, sculpture and painting were given by Herring. And new courses, such as water-color, painting and drawing from life, were added to the curriculum. By the autumn of 1921 Herring had organized these subjects into the first official Department of Art at the University. With Herring, therefore, the fourth period in the history of drawing at the University began.

The first courses offered were design, free-hand drawing, composition, water-color painting, and life sketch. In 1922 May Howard Jackson was employed to teach sculpture and modeling from life. The life-class was extended to six hours weekly. Models from the Corcoran Art Gallery posed in the

⁴⁵*Ibid.*, 1917-1918, p. 105.

⁴⁶*Ibid.*, 1920-1921.

University studio twice weekly.⁴⁷ In 1924 Carolyn Bennett was appointed instructor in design and taught one year. The next year she travelled in Europe. Upon her return to this country she taught again at the University from 1926 to 1927. During 1927, a graduate of the Department of Art of Howard University, James A. Porter, was appointed to instruct in drawing and painting. In 1929 James L. Wells, S.B., Teachers College, Columbia University, was appointed as an instructor in graphic arts. The next year Lois M. Jones, of the Boston School and Museum of Fine Arts, was appointed to instruct in design; and from 1931 to 1933, Alice E. Bailey, A.M., University of Chicago, taught the history of fine arts. Sidney Kellner was an instructor in the history of the fine arts from 1934 to 1935.

During 1929 the Department of Art assembled an exhibition of the work done by Howard University students and sent it out on tour to several of the Negro colleges of the South. So impressive was this collection that it gave rise to an Art Gallery as a permanent home on the campus. By means of an initial donation from Avery Coonley, an art patron of Washington, D. C., funds were made available to remodel the ground floor of Andrew Rankin Memorial Chapel for art collections and for the exhibit of the products of artists of this and of foreign countries.⁴⁸ The Art Gallery was formally opened on the evening of April 7, 1930, with a distinguished assembly of art patrons. During the year 1931-1932 sixteen exhibitions were shown at the Gallery. Many of these exhibitions were circulated by nationally known organizations and institutions such as the College Art Association, the American Federation of Arts, and Roerich Museum. The exhibits of these art treasures at the University made the fine arts a living reality in the University life and added to the cultural and educational environment of the entire community.⁴⁹

"... never until now," wrote an art critic, "... have Howard students, or students in other Negro schools and colleges, had an opportunity to study within the walls of their institution

⁴⁷*Ibid.*, 1922-1923.

⁴⁸Alonzo J. Aden, "The Gallery of Art at Howard University," *The Southern Workman*, July, 1931, LX, No. 7.

⁴⁹*Ibid.*

products of artists of the highest rank at home and abroad."⁵⁰ Two years later Ruby M. Kendrick, writer of Washington, D. C., said that "Art at Howard University has passed the stage of experimentation and is designed to make the University one of the distinguished centers of the country."⁵¹

Prior to 1936 the Department of Art was permitted to grant two degrees: B.S. in education to those students who completed the course offered for the training of teachers in art; and B.S. in art to those students who completed the course for professional work in art with majors in design and painting. In 1936 the Department of Art became a department of study in the College of Liberal Arts and was given permission to grant one degree, A.B. It was with this reduction of the Department of Art at the University in 1936 that the fifth and last period in the history of drawing at the University began.

This reduction of the course in art did not lower the high standard of the work. The academic training of the members of the faculty for 1939-1940 was as indicated below:

- Aden, Alonzo J.—Curator, Howard University Gallery of Art. A.B. in Education, Howard University, 1933. Certificate in Museum Training, Buffalo Museum of Science, 1936. Diploma in History of Art of Belgium and Flanders, Brussels, 1938.
- Birch, Ruth Redd—Instructor in History of Art. A.B., University of Michigan, 1935; A.M., 1935.
- Herring, James Vernon—Associate Professor of Art. B. Ped. in Art, Syracuse University, 1917.
- Jones, Lois Mailou—Instructor in Design. Diploma, Boston School and Museum of Fine Arts, 1927; Diploma, Harvard Summer School, Normal Arts Department, 1928; Diploma, Designers Art School, 1928.
- Porter, James Amos—Instructor in Art. S.B. in Art, Howard University, 1927; A.M., New York University, 1937.
- Wells, James Lesesne—Instructor in Art. S.B., Teachers College, Columbia University, 1927.

In addition to their careful academic training, the members of the faculty of art were talented. James Vernon Herring was and is a painter, critic and lecturer of note. His paintings are in the collections of Mrs. F. R. Hazard, Mrs. Walter Burlingame, Mrs. Harriette E. Judson, Seaton Herrick Holden—all of New York—and Dr. C. W. Banner of Greensboro, North

⁵⁰*New York Times*, October 26, 1930.

⁵¹*Crisis*, November, 1932.

Carolina. He has served as a judge for the Harmon Foundation, for the Chicago Negro Exposition and for the United States Government. He has lectured for the Metropolitan Museum of Art in New York City and over the radio for the College Art Association of America and in many of the Colleges for Negroes in the United States. He made the first copies of slides on Negro Art for the Metropolitan Museum of Art in New York City. James A. Porter by 1939 had produced the following creations: "Saturday Night Market," "Street Rioting," "Mother and Daughter," "When the Klan Passes By," "Mother Holding a Jug," "Seventh Street Wharves," "Young Negro," and a mural panel entitled "Christian Fellowship and Education," "The Artist's Mother," and "Harlem Shoppers." James Lessesne Wells by 1939 had produced landscape and still life arrangements. The most noted are: a wood-cut, "Industry," a lithograph, "Negro Workman," and a painting, "Flight into Egypt." Lois Mailou Jones was received in 1938 and 1939 at the Salon des Artistes Francais in the Grand Palais, where she exhibited two works, "Les Pommes Vertes," and "La Cuisine dans Patelier de Partiste." By the end of 1939, Ruth R. Birch had completed her course-work at the University of Michigan for a doctorate in Oriental Art. She had been aided in 1938 by a fellowship from the American Council of Learned Societies and by two fellowships in 1939, one granted by the American Council of Pacific Relations and another by the General Education Board. During the summer of 1939, Alonzo J. Aden, who has been connected with the Howard University Gallery of Art since its opening, was in Europe on a fellowship granted to ten only by the American Association of Museums with funds from the Carnegie Corporation, studying the collections in the principal museums of England and on the continent.⁵²

Among the outstanding occasions of the Department of Art of Howard University have been the following: an exhibition at the Galleries of the College Art Association of New York City from March 30 to April 31, 1932; a series of illustrated lectures at Howard University in 1935 sponsored by the Friends of Art and the Department of Art of Howard Uni-

⁵²*The Negro History Bulletin*, Washington, D. C., April, 1939, II, No. 7, "Distinguished Painters Inspire Those of African Blood."

versity; and an exhibition of Oil Paintings by College Students in the United States held at the Department of Interior, Washington, D. C., in 1937, during which the following works were entered by Howard students:

Still Life—by Francis Gibson
 Study for Mural: African Motif—by Eva Williams
 Cultural Progress of the Negro—by Albert J. Carter
 Portrait—by Albert J. Carter
 Portrait—by Francis Gibson
 Still Life—by Albert J. Carter
 Still Life—by Albert J. Carter
 Still Life With Mask—by Albert J. Carter
 Green Bottle—by Francis Gibson
 Still Life—by Louise Johnson

Drama

The history of the drama at Howard University may be divided into four periods. The first period extended from the beginning of the University to 1909; the second period from 1909 to 1919; the third, from 1919 to 1925, and the last period from 1925 to the present time. With the exception of the comparatively short period of development from 1919 to 1925, the work in the field of drama at Howard University has not been extensive. A fact worthy of note, however, is that during the time in which drama flourished, it was of great significance both to the University and to the Negro race. It was said that the interest created in the Negro Folk Theatre in the United States during the decade from 1915-1925 was the direct outgrowth of work done in the field by the Howard Players, during the years of their greatest activity and achievement.⁵³

Speech training began early at Howard University. By 1870 there had been developed an annual departmental oratorical contest. This event was held late in the spring just before commencement and was known as the Junior Exhibition.⁵⁴ By 1873 each department or school had organized a literary society to promote public speaking among its students. The Philosophian Society, organized in 1871, was among the first of these

⁵³Locke and Gregory, *Plays of Negro Life*, p. 414.

⁵⁴*The Records of the College of Liberal Arts*, pp. 3-6.

societies. It was for the young men of the Normal and Preparatory Departments.⁵⁵ Each week, usually on Fridays, all recitations were suspended and rhetorical exercises substituted. At the close of each term of three months, a public rhetorical exercise was held by each department. The first to be held by the College was on February 11, 1875.⁵⁶

At first public speaking was an extracurricular activity without credit. On December 5, 1874, the College began granting academic credit for this work.⁵⁷ By 1880 so much interest had been aroused among the students for dramatic exercises that they were taking part in dramas given in the city. Such an opportunity did not exist at the University. George William Cook that year was permitted to take part in a drama to be given in the city called the "Exodus."⁵⁸ Four years later William H. H. Hart was permitted "to take part in theatricals" in the city.⁵⁹

For many years prior to 1899 elocution was taught by the regular professor of English.⁶⁰ In 1899 a teacher of elocution was appointed, Coralie Franklin-Cook, a graduate of the National School of Oratory, Philadelphia, Pennsylvania. Under her supervision, the work was extended so as to include "review of elementary sounds, position of the body, breathing, production of tone inflection, modulation, emphasis, reading sentences and paragraphs."⁶¹ This was the beginning of an intensive study of public speaking as an art at the University. For many years, however, it was elective. On February 8, 1911, it was made compulsory.⁶²

With the coming of Ernest Everett Just to the University in 1909 as an instructor in English, the second period in the history of drama began. Just and a number of students organized the first drama group at the University, the College Dramatic

⁵⁵*General Catalogue*, 1869-1870, p. 27.

⁵⁶*The Records of the College of Liberal Arts*, pp. 6, 52.

⁵⁷*Ibid.*, p. 48.

⁵⁸*Ibid.*, p. 70.

⁵⁹*Ibid.*, p. 84.

⁶⁰*General Catalogues*, 1890-1899; *Records of the College of Liberal Arts*, p. 84.

⁶¹*M of B.*, May 30, 1899. *General Catalogue*, 1899-1900.

⁶²*Records of the College of Liberal Arts*, pp. 266, 306.

Club.⁶³ This club, directed by Just, Benjamin G. Brawley and Marie Moore-Forrest, gave performances annually for several years at the Howard Theatre, a theatre in the city in no way connected with the University.⁶⁴ *She Stoops to Conquer* by Oliver Goldsmith was presented by this dramatic club to a crowded house in the Rankin Memorial Chapel on April 16, 1909.⁶⁵ Outdoor performances were also presented in the spring of each year in an open air amphitheatre on the campus.

During this period from 1909 to 1919 the following plays were among those presented:

1910 *The Rivals* by Richard Brinsley Sheridan

1911 *The Merry Wives of Windsor* by William Shakespeare

1912 *For One Night Only* by R. M. Baker

1913 *The Lady of Lyons* by Sir Edward Bulwer Lytton

1914 *Richelieu* by Sir Edward Bulwer Lytton

1915 *The Merchant of Venice* by William Shakespeare

1916 *Herod* by Stephen Phillips

1916 *Disraeli* by Louis N. Parker⁶⁶

An evidence of the financial success of the first College Dramatic Club is the beautiful clock in Andrew Carnegie Library (1937) donated by this club.⁶⁷

But it was during the next period from 1919 to 1925 that drama at the University reached its zenith both financially and technically. In 1919 Montgomery Gregory was appointed head of the department of speech.⁶⁸ Under his direction assisted by Marie Moore-Forrest the first department of dramatic art with regular academic credit given for the courses offered was organized and enthusiastically supported by the University authorities.⁶⁹ The Dramatic Club of former years and the

⁶³*Howard University Journal*, Friday, March 10, 1911, VIII, No. 21, pp. 1-3.

⁶⁴*Ibid.*

⁶⁵*Howard University Journal*, April 23, 1909, VI, No. 26, p. 1.

⁶⁶Locke and Gregory, *Plays of Negro Life*, p. 417.

⁶⁷*The Academy Herald*, Howard University, May, 1910, II, No. 2, pp. 10-11.

⁶⁸*General Catalogue*, 1919-1920, p. 16.

⁶⁹Kenneth MacGowan, "Negro University has Dramatic Department on Lines of Harvard's Play-Acting Toward a Degree," *New York Globe*, New York City, March 26, 1921; *Howard University Journal*, January 10, 1922, p. 1, col. 3ff.

department of dramatic art were finally merged into a group known as the Howard Players.⁷⁰ The practical work of acting and of character portrayal, the technical work of the stage, the making of costumes, and the managing of productions came under the course in dramatic art.⁷¹ The department had its own business officers, costume rooms, and scenic workshop. In general it followed the plan of George P. Baker's "47 Work-shop" at Harvard University.⁷²

The players specialized in the production of plays of Negro life either written by students or others. Probably the most notable achievements of the Howard Players were: the presentation of *Emperor Jones*, for the first time it was produced outside of New York City, with Charles Gilpin in his original role, at the Belasco Theatre in Washington, D. C., in 1921;⁷³ and the production of *Simon, the Cyrenian*, in 1921, featuring Purvis Chesson, Ottie Graham, and Helen Webb for the delegates to the World Disarmament Conference in Washington, D. C.⁷⁴

The Evening Star commenting upon the work of the Howard Players on one occasion had this to say:

Followers of the drama in Washington witnessed an unusual production yesterday when two plays were given at Miner School by the Howard Players under the auspices of the Department of Dramatic Art at Howard. The program included "Tents of the Arabs" and "Simon, the Cyrenian." It is an ambitious production that would tax an Otis Skinner, but John Broadnax as King, and Stella Skinker as the Gypsy Maid of the Desert, won unstinted applause.⁷⁵

The Morning Post on another occasion said:

The Howard Players, who on Monday morning presented Eugene O'Neil's great play "Emperor Jones" with Charles S. Gilpin, star, of New York Company in title role, yesterday gave a second performance at the Belasco Theatre featuring George Williams as Emperor. Mr. Williams, to whom the principal task falls, revealed an emotional power and naturalness in his acting that made his impersonation of the fugitive "Emperor" convincing indeed.⁷⁶

While the work of the Howard Players for the year 1921

⁷⁰*Ibid.*

⁷¹*Ibid.*

⁷²*Ibid.*; Locke and Gregory, *Plays of Negro Life*, p. 417.

⁷³*Ibid.*, p. 418.

⁷⁴*Ibid.*, p. 419.

⁷⁵*The Evening Star*, Washington, D. C., February 13, 1921.

⁷⁶*The Morning Post*, Washington, D. C., April 2, 1921.

was notable, the work for 1922 was more significant. This was because the aim of the department was realized in 1922. The aim of the department was to encourage original work in Negro drama by Negroes. That year two one-act plays, one by a student and one by an alumna of Howard University, were presented. The first play, *Genifreide*, was a dramatic episode from the life of Toussaint L'Overture, by Helen I. Webb, of the class of '23, who also played the leading role. The second play was *The Yellow Tree*, written by De Reath Irene Busey of the class of '18. It was a simple study of superstition in a mid-western Negro family.

Commenting upon the work of the Howard Players in their presentation of these two original plays, Leonard Hall said:

To see drama, one should avoid the theatre. Drama no longer exists under the white lights. On the contrary, it lives where a few earnest souls believe art may be more than a label and a laugh. It exists, the writer has found, in the Department of Dramatic Art of Howard University. There is an attempt being made to build a structure of native Negro drama, to be interpreted by people of that race. Two of the cornerstones were laid in Howard University chapel Saturday night, December 9, when the Howard Players presented two one-act plays, one by a student and one by an alumna of Howard University.⁷⁷

W. E. B. DuBois considered the work of the Howard Players for 1922 "as one of the significant achievements of the race for the year 1922."⁷⁸

The following productions were among those presented by the Howard Players:

1919	<i>The Truth</i>	by Clyde Fitch
1921	<i>Thais</i>	by Paul Wilstach
1921	<i>Simon, The Cyrenian</i>	by Ridgely Torrence
1921	<i>Tents of the Arabs</i>	by Lord Dunsany
1921	<i>Emperor Jones</i>	by Eugene O'Neil
1922	<i>Danse Calinda</i>	by Ridgely Torrence
1922	<i>The Exile</i>	by Edward C. Williams
1922	<i>As Strong as the Hills</i>	by Ada Louise Townsend
1922	<i>The Yellow Tree</i>	by DeReath Irene Busey, '18
1922	<i>Genifriede</i>	by Helen I. Webb, '23
1923	<i>The Death Dance</i>	by Thelma Duncan, '24
1924	<i>Wurzel Flummery</i>	by A. A. Milne

⁷⁷Leonard Hall, *Daily News*, Washington, D. C., quoted in *The Howard University Record*, January, 1923, XVII, No. 3, p. 114.

⁷⁸*Ibid.*

1924	<i>Mortgaged</i>	by Willis Richardson
1924	<i>Will o' the Wisp</i>	by Doris Halman
1924	<i>The Lost Silk Hat</i>	by Lord Dunsany
1924	<i>Beauty and the Jacobins</i>	by Booth Tarkington
1924	<i>The Doll House</i>	by Ibsen ⁷⁹

Upon the resignation of Gregory and upon the change of administration at the University the limited funds made available for the organization necessitated a noticeable curtailment of the dramatic program of the University.⁸⁰ Therefore, during the last period of the history of the drama at the University, that is, from 1925 to the present time, teachers in charge of public speaking have found it difficult to maintain the interest of former years. Among the teachers of this period were M. Franklin Peters, Alston Burleigh, Mortimer Weaver, Leona B. Dudley, George D. Lipscomb, John Lovell, Jr., Sterling A. Brown, James W. Butcher, and Ella H. Weaver.⁸¹

The following plays were among those presented during this period:

1925	<i>The Doll House</i>	by Ibsen
1929	<i>In Abraham's Bosom</i>	by Paul Green
1931	<i>The Youngest</i>	by Phillip Barry
1932	<i>Undertow</i>	by Willis Richardson
1932	<i>Compromise</i>	by Eulalie Spence
1932	<i>Frances</i>	by George D. Lipscomb
1932	<i>Daniel</i>	by George D. Lipscomb
1933	<i>Hedda Gabler</i>	by Ibsen
1934	<i>Backstage</i>	by Babette Hughes
1934	<i>The Seer</i>	by James W. Butcher
1934	<i>The Monkey's Paw</i>	by W. W. Jacobs and L. N. Parker
1934	<i>The Giant's Stair</i>	by Wilbur Daniel Steele
1935	<i>Saturday's Children</i>	by Maxwell Anderson
1936	<i>The Proposal</i>	by Anton Tchekov
1937	<i>Mighty Wind a Blowin'</i>	by A. Holdship Ware
1938	<i>A Murder Has Been Arranged</i>	by Emlyn Williams
1939	<i>Divine Comedy</i>	by Owen Dodson
1940	<i>And We Shall Have Peace</i>	by Woodrow Carter
1940	<i>What A Life</i>	by Clifford Goldsmith ⁸²

⁷⁹Records in Office of the Department of English of Howard University.

⁸⁰General Catalogue, 1927-1928.

⁸¹Ibid., 1925-1937; *The Hilltop*, XIII, No. 6, Dec. 12, 1935, "Fourteen Aspirants Pass Players Tests," p. 1, col. 1.

⁸²Records in Office of the Department of English of Howard University.

Dancing

With a Military, an Agricultural and an Industrial Department demanding the time and energy of most of the students, it is probably reasonable that the Trustees of Howard University did not in the beginning, lay much stress on physical education. It is, nevertheless, shocking to learn that in some instances the health of the students was not of prime importance. In her report the matron of Miner Hall complimented for her fortitude, a consumptive Indian girl who was compelled to leave the University but was so anxious to complete her education that she insisted upon returning. Readmitted to live with the girls in Miner Hall and to mingle with the students on the campus, she finally, exhausted, dropped dead. Said the matron in 1874:

One young lady, an Indian girl, died from consumption. She was so anxious to return to school that she came, though so much of an invalid as to be able to enter only one class, and was obliged to abandon that very soon. She died expressing her gratitude that she came to the University where she had been taught true religion.⁸³

This carelessness—rather criminal negligence—on the part of the matron is what is to be expected when physical education is primarily in the hands of students. Physical education at Howard University for 25 years after the panic of 1873 was primarily a voluntary student activity. During the period before the panic, the Military Department did supervise the physical education of the students. But the Military Department was abolished in 1874. And for a quarter of a century, the students were in control. From about 1895 to 1922 there was some faculty supervision. But it was voluntary or if official, was incidental to some other regular work. After 1922 with a course of study in physical education (1922) and with the advantages of a new gymnasium (1926) physical education became a regular curricular activity.

During the first period of the history of physical education at Howard University, however, the work was very elementary. The Military Department stressed "personal cleanliness" and "graceful carriage."⁸⁴ In fact this statement is a succinct

⁸³*Report of the Matron of Miner Hall, 1874.*

⁸⁴*Report of the Head of the Military Department, 1871-1872.*

and accurate history of physical education at Howard University during this first period.

During the second period the boys played baseball and the "ladies and gentlemen were allowed to engage in croquet together on the grounds in front of Miner Hall on Fridays of each week at 3 o'clock p.m. with special permission."⁸⁵ In 1877 it was voted by the Trustees "to observe Wednesday, May 30, as a holiday and to permit the students to hold a picnic in Moore's Grove, provided they could obtain a lady and gentleman instructor in the university to attend."⁸⁶ About 1895 the authorities of the University began to take a more active part in the physical education of the students. At first this assistance was voluntary on the part of individual members of the faculty. Later it became official through Trustee action. For the years from 1892 to 1905 Charles C. Cook volunteered his services as football coach.⁸⁷ About 1907, Walter Dyson established a football training table.⁸⁸ For several years thereafter teachers otherwise engaged supervised the physical education of the students. From 1909 to 1911 Ernest Jones Marshall, a teacher of English, supervised the work; from 1911 to 1919 Merton Paul Robinson, a teacher of mathematics, was in charge; a teacher of military science, Milton T. Dean, followed from 1919 to 1922. After 1922 men especially trained for work in physical education were appointed as directors—Louis Lee Watson in 1922, Clarence William Davis in 1928, and John H. Burr, Jr., in 1936. Meanwhile an athletic association, a student organization in control of athletics, was followed about 1909 by an Athletic Council composed of members of the faculty, alumni, and undergraduates. This council was in turn followed about 1924 by a Board of Athletic Control composed of the director of physical education, three alumni, elected by the general alumni association, three teachers elected by the University Council, three students elected by the Student

⁸⁵*Minutes of the University Faculty*, May 7, 1877.

⁸⁶*Ibid.*, May 28, 1877.

⁸⁷"Frank W. Avant to My dear Mr. Smith," *The Howard Alumnus*, November 15, 1924, III, No. I, p. 26.

⁸⁸E. W. Brown, *The Commercial College Outlook*, December, 1917, V, No. 3, p. 3.

Council and the secretary and treasurer of the University.⁸⁹ This board was abolished in 1940 and physical education was put under the direct control of the faculty of Liberal Arts.

As early as 1891 some emphasis was placed upon physical education for girls. At that time Irene C. Tyler was appointed "librarian and instructor in physical education." Little if anything was accomplished. Miss Tyler remained as instructor in physical education one year only.⁹⁰ The health of the young women, however, was not neglected. Prior to 1914, when Spaulding Hall was equipped as a gymnasium, physical education for women consisted of walking and other simple outdoor exercises. During 1915 Gladys O. Washington, a graduate of the Sargent School, was appointed instructor in physical education for women. Helen Tuck was appointed as the acting dean of women and also as instructor in physical education for women in 1917.⁹¹ In 1925, Maryrose Reeves Allen of Sargent School, was appointed, and two years later Violet Beatrice Warfield, also of Sargent, was added to the faculty.

During the first and second periods of the history of physical education at the University, the work was necessarily ineffective because of the need of a gymnasium. In addition to the campus, the first gymnasium was, as late as 1914, the basement of Clark Hall; from 1914 to 1926 the first floor of Spaulding Hall was used as a gymnasium. It was not, however, until the new gymnasium was completed in 1926 that physical education could be taught effectively. With this effective teaching of the subject in 1926—not in 1922 when a Department of Physical Education was established, the third period in the history of physical education at Howard University began. With a gymnasium and athletic field around which to work a four-year course in physical education leading to the degree of bachelor of science in physical education was developed for men and women.⁹²

While the exercises for men consisted of baseball, football—especially football which was introduced at the University be-

⁸⁹*General Catalogues*, 1909-1937.

⁹⁰*Ibid.*, 1891-1892.

⁹¹*Ibid.*, 1917-1918.

⁹²*Ibid.*, 1926-1927.

tween 1884 and 1890⁹³—basketball—which was introduced about 1913—swimming, boxing, and other games, the women engaged in lighter exercises which culminated in dancing.

The Department of Physical Education for women offered courses in the various forms of dancing—elective courses for general students and required courses for students majoring in physical education. The students who majored in physical education were expected to develop themselves physically, to study the history of the dance and its fundamental principles and types of movement, to gain a knowledge of various dance materials for all age levels, to gain ability to read, interpret, review and perform dances, to create original dances and to become proficient in the teaching of the dance.

The course embraced a semester in the theory and fundamentals of the dance, and a semester in folk, modern, and tap forms. For the general students in physical education elective dance courses were opened in modern, folk and tap forms. The aim of the course in dance was to develop a spirit in dancing and for dancing, to develop a sense of good movement, and an interest in dance literature and in all types of illustrative materials, also to develop a desire to study and reproduce authentic costumes.

Many opportunities presented themselves for dance expression. The folk dance classes usually gave a program for fellow students and interested guests. Outdoor dramas and May Day exercises were occasions for creative dancing. In the spring of 1939, the opera, *Il Trovatore*, produced by the students of the School of Music, under the direction of Kai de Vermond, offered an opportunity in the Gypsy Ballet for the students of the dance.

The academic training of the members of the faculty of the Department of Physical Education for 1939-1940 was as indicated below:

Allen, Maryrose Reeves—Assistant Professor of Physical Education; Head, Physical Education for Women; Diploma, Sargent School of Physical Education, 1923; S.B., 1933.

⁹³William E. Ready, Sports Editor of the *Afro-American*, to Dwight O. Holmes, December 22, 1921; D. O. Holmes to William E. Ready, January 28, 1922; William V. Tunnell to Walter Dyson.

- Burr, John Harold, Jr.—Assistant Professor of Physical Education; Head, Physical Education for Men; B.P.E., Springfield College, 1923; A.M., 1931.
- Davis, Clarence William—Assistant Professor of Physical Education; Diploma, Springfield College, 1922; Ph.B., University of Chicago, 1927; A.M., Columbia University, 1932.
- Payne, Harry R.—Assistant Coach of Football; A.B., Howard University, 1929.
- Warfield, Violet Beatrice—Instructor in Physical Education; A.B., Brown University, 1925; Diploma, Sargent School of Physical Education, 1927; A.M., Columbia University, 1931.

XIII. *The Liberal Arts and Sciences*

In 1937 it was announced that George Morton Lightfoot, the professor of Latin, would retire at the end of the academic year 1938-1939. A few of his colleagues, former students and other friends, realizing the real significance of his going, made the occasion memorable by presenting a picture of Professor Lightfoot to the University. The retirement of the professor of Latin of Howard University was not entirely a personal event. Indeed a faithful and efficient teacher was leaving. But more than that. With his leaving was going, most probably, the last of the two foundation courses of the College of Liberal Arts of the University. Greek had been dropped many years before.

When the College of Liberal Arts of the University opened formally on September 21, 1868, it opened with one student in a class of Greek and Latin. And for more than thirty years, the classics were emphasized primarily.¹ It is surprising to learn this. That a university for ex-slaves should emphasize Greek and Latin seems today very, very, foolish.

There were two reasons for emphasis being put upon the classics by the founders of Howard University. In the first place, they were themselves graduates of Princeton, Yale, Andover, Dartmouth and Bowdoin—all classical schools. In the second place, the founders of the University were not unmindful of the opinion generally held at that time that when a Negro learned to read Greek that accomplishment alone proved his equality with white men. In a report to the French government, Monsieur Hippeau, who had been sent to America to study its system of education, called attention to the ability of the Negro students to read Greek. He said:

¹*Records of the Faculty of the School of Liberal Arts*, pp. 1-3, *et passim*; *Report of Dean Bascom*, August, 1869.

What I saw at Oberlin confirmed entirely the opinions I had formed by my visits to the schools of the South. This remarkable institution is educating a large number of colored students. I found fourteen young colored girls in the most advanced class, and they appeared in no way inferior to their white companions. In 1868 the degree of A.B. was conferred upon fifteen young men and ten young women. The principal of the institution, in an address to the students, stated that in literary taste and philological ability these colored pupils were unexcelled by any of their white fellow graduates. The opinion of the professors at Oberlin is that there is no difference in intelligence manifested by the two races. In a Greek class of twenty-seven pupils of both races, instructed by a young lady of twenty-five years, daughter of one of the professors of the college, a young colored girl translated, with exactitude, a chapter of the first book of Thucydides.²

A representative of the *National Intelligencer* who visited Howard University in 1868 was impressed with the recitation in Latin. He said: "The class in Latin, Harkness Lessons, appeared as well as beginners in this study usually appear on such occasions in white schools."³

It is interesting to note that many of the teachers of Greek and Latin at the University in after years were Negroes: Francis L. Cardoza, George W. Mitchell, Wiley Lane, James M. Gregory, Lewis B. Moore, George M. Lightfoot, and Edward P. Davis.⁴

Not until 1875 did the College begin to emphasize the sciences as well as the classics. At that time a Literary Course was established. In this course the sciences predominated. Dean Fairfield was authorized to teach the juniors botany that year.⁵ Natural philosophy and chemistry were already being offered by Thomas Robinson, the principal of the Normal Department. The classics, however, continued to engage the major portion of the time of the faculty and students until 1900.⁶ Other foreign languages than Greek and Latin were introduced from time to time as follows: French and probably

²"Extract from the official report on public education in the United States to the Minister of Public Instruction of France by M. Hippeau," *Studies in History*, No. 1.

³"The Colored School of this District," *The National Intelligencer*, July 7, 1868.

⁴*Records of the Faculty of the College of Liberal Arts, passim.*

⁵*Ibid.*, p. 53.

⁶*Ibid.*, pp. 2-3.

German in 1870; Hebrew in the Theological Department in 1871; Spanish in 1898; and Portuguese in 1920.⁷

In 1887 Robert B. Warder was appointed professor of physics and chemistry and from that date to the present time the natural sciences have been given more prominence in the curriculum. Warder began at once the organization of a scientific course. Warder, it must be remembered, was a full-time professor in the College. It must also be remembered that the first teachers of the sciences were not members of the college faculty but were members of the faculty of the Medical Department. Silas L. Loomis of the Medical Department was the professor of chemistry and toxicology from 1868 to 1872. From 1871 to 1872 he was the "University professor of chemistry," having charge of the chemistry in the academic departments as well as in the Medical Department. From 1872 to 1873, Joseph Sladen was the "University professor of chemistry." He was a member of the college faculty. The next year, 1874, F. W. Clarke, also a member of the college faculty, was appointed to that chair. Natural philosophy was also taught by Clarke. Natural philosophy was the name given to physics prior to 1887. From 1874 to 1887, natural philosophy and chemistry were taught in the academic departments by the principal of the Normal Department, Thomas Robinson. In the Medical Department, chemistry and botany were taught by William H. Seaman from 1874 to 1900. During that period natural science in the academic department was taught by Horace B. Patton, and by Richard Foster. Natural science included botany, zoology, astronomy, geology, physiology, and hygiene. In 1890, natural science in the college was elevated to a regular chair with Foster as the professor. That year the college faculty voted to grant a B.S. degree. Five years later this degree was conferred upon Moses Grant Lucas and Jesse E. Tucker. For years, however, this degree was not as attractive to the students as the A.B. degree.⁸ An outline of the course of study at this time follows:

⁷*Ibid.*, pp. 109, 203, 204, 205, *et passim*.

⁸*General Catalogues*, 1888-1900; W. C. Tilden to Board of Trustees, June 3, 1873; *M. of B.*, November 1, 1873.

THE PREPARATORY SUBJECTS ADOPTED IN 1889*

	<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>
<i>Junior</i>	Latin	Latin	Latin
	Algebra	Algebra	Arithmetic
	Grammar and Rhetoric	Roman History	Greek History
<i>Middle</i>	Latin	Latin	Latin
	Greek	Greek	Greek
	Natural Philosophy	Chemistry	Geometry
<i>Senior</i>	Latin	Latin	Latin
	Greek	Greek	Greek
	Geometry	Physical Geography	Algebra

THE COLLEGE SUBJECTS ADOPTED IN 1889*

	<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>
<i>Freshman</i>	Latin	Latin (4)	Latin (4)
	Greek	Greek (4)	Greek (4)
	Algebra	Geometry	Trigonometry and Surveying
		Elocution (2)	Elocution (2)
<i>Sophomore</i>	Latin	Latin	Botany
	Rhetoric and Elocution	Greek	Greek
	Descriptive Geometry	Mechanics	Physics
	Analytic Geometry		
<i>Junior</i>	French	French	French
	Logic	Physiology and Zoology	General History
	Chemistry	Chemistry	Astronomy
<i>Senior</i>	Mental Science	International Law	Political Economy
	Moral Philosophy	Natural Theology	Evidences of Christianity
	Geology	English Literature	English Literature

*Tabulated statement from the faculty, 1889.

About 15 years later there was a swing in the College towards the modern languages and the social sciences. The subjects then were arranged in three groups. The three groups presupposed the same degree and thoroughness of preparation. Group A, B or C, when Latin was offered as part of the student's admission requirements, led to the degree of bachelor of arts. Group C, when it did not include at least two units of Latin, led to the degree of bachelor of science. When Latin was not offered, Group C had to include at least two units of French and one of German or two units of German and one of French. In this new course there was also a wider range of electives. In addition to the "General Electives" enumerated

a student was permitted to elect any subject in any group not previously taken, provided three subjects be taken from the "bracketed list." The course then was as follows:

THE COLLEGE COURSE ADOPTED IN 1905*

GROUP A

FRESHMAN YEAR		SOPHOMORE YEAR	
<i>First Semester</i>	<i>Second Semester</i>	<i>First Semester</i>	<i>Second Semester</i>
English A	English B	English C	English D
Mathematics A	Mathematics B	Mathematics C	Mathematics D
Greek A	Greek B	Greek C	Greek D
Latin A	Latin B	Latin C	Latin D
(Chemistry A or	(Chemistry B or	*History A	*History B
Biology A	Biology B	*French A or C	*French B or D
Bible A	Bible B	*German A or C	*German B or D
		(Physics A or	(Physics B or
		Boilology A or C	Biology D

GROUP B

English A	English B	English C	English D
Mathematics A	Mathematics B	Mathematics C	Mathematics D
(Latin A	(Latin B	(Latin C or	(Latin D or
French A or C or	French B or D or	History A	History B
German A or C	German B or D	French C or E or	French D or F or
Chemistry A or	Chemistry B or	German C or E	German D or F
Biology A	Biology B	Physics A or	Physics B or
Bible A	Bible B	Biology A or C	Biology B or D

GROUP C

English A	English B	English C	English D
Mathematics A	Mathematics B	Mathematics C	Mathematics D
(French A or C or	(French B or D or	(French C or E or	(French D or F or
German A or C	German B or D	German C or E	German D or F
Chemistry A	Chemistry B	Physics A or	Physics B or
Biology A or C	Biology B or D	Biology C or E	Biology D or F
Bible A	Bible B		

GROUP A

JUNIOR YEAR		SENIOR YEAR	
<i>First Semester</i>	<i>Second Semester</i>	<i>First Semester</i>	<i>Second Semester</i>
Philosophy A	Philosophy B	*English Lit. C	*English Lit. D
(*English Lit. A	(*English Lit. B	Greek G	Greek H
Greek E	Greek F	Latin G	Latin H
Latin E	Latin F	French C or E or	French D or F or
French A or C or	French B or D or	German C or E	German D or F
German A or C	German B or D	History C or E	History D or F
History A or C	History B or D	General Electives,	General Electives,
General Electives,	General Electives,	6 to 9 hours	6 to 9 hours
3 to 6 hours	3 to 6 hours		

GROUP B

Philosophy A	Philosophy B	Pol. Science A	Pol. Science B
Logic A	Logic B	Pol. Science C	Pol. Science D
History C	History D	Sociology A	Sociology B
Economics A	Economics B	General Electives,	General Electives,
3 to 6 hours, of	3 to 6 hours	6 to 9 hours, of	6 to 9 hours
which 3 hours		which 6 hours	
may be profes-		may be profes-	
sional		sional	

GROUP C

Philosophy A	Philosophy B	Chemistry C or E	Chemistry C or E
Chemistry C or	Chemistry D or	Biology G	Biology H
Physics C	Physics D	General Electives,	General Electives,
Biology E	Biology F	9 to 12 hours,	6 to 9 hours
General Electives,	General Electives,	of which 6	
3 to 6 hours, of	3 to 6 hours	hours may be	
which 3 hours		professional	
may be profes-			
sional			

GENERAL ELECTIVES

Mathematics E	Mathematics F	Mathematics G	Mathematics H
Astronomy A	Astronomy B	Pedagogy A	Pedagogy B
English E	English F	Philosophy C	Philosophy D
History of Edu-	History of Edu-	Philosophy E	Philosophy F
cation A	cation B	Natural Theology	Christian Evi-
Geology A	Geology B	Hebrew A	dences
			Hebrew B

*Single starred subject may be substituted for Greek or Latin, but not for both. *General Catalogue*, 1905-1906, pp. 43-45; *Announcements—College of Arts and Sciences*, Howard University, Washington, D. C., 1904-1905.

From the beginning many students applied for admission to Howard University who were either not able to register for the classical course, or who did not wish to pursue the classics. In order to receive this increasing number of applicants, the University admitted them at first as special students. In the first freshman class, from 1868 to 1869, there was one regular student and three special students. The literary course of 1875 was established for special students, i.e., for regular students who did not care to enter the classical course. They could finish this literary course without Greek or Latin. Latin, however, was highly recommended. This literary course was at first a five-year course. Two of the years were accredited to the

Preparatory Department and three years to the College. In 1889, the literary course was made a six-year course. The fourth year of this course was equivalent to the freshman year in college. The sixth or last year was equivalent to the junior year in college. The graduate from this course was given a certificate—not a degree. This literary course was in fact a combination of the natural and social sciences and modern languages. When, in 1890 the regular scientific course leading to the B.S. degree was instituted, this literary course began to wane and was finally discontinued in 1898.⁹

Just as in the beginning the classical course did not satisfy all applicants for admission, so by 1900 the classical and scientific courses did not satisfy all applicants. There was a growing demand for the social sciences. The new Department of Pedagogy which was authorized by the Trustees in 1899 was established partly in response to this growing demand for the social sciences. At first the College was indifferent to the demand. The faculty, on November 26, 1902, resolved:

That the College Faculty does not deem it wise at present to abridge the College Curriculum, but they are disposed to consider carefully any adjustment of that course to the needs of professional and technical study which may hereafter arise.¹⁰

The rapid growth of the Department of Pedagogy which became known as the Teachers College in 1901 with emphasis on pedagogy, philosophy and other social sciences and extension work, hastened the adoption by the College faculty of a social science course. By 1905 the College curriculum had been divided as shown above into three courses, each leading to the A.B. degree. One course, however, led to the B.S. degree if Latin was not included. The social science group was the weakest of the three.¹¹

From 1907 to 1913 the Teachers College with its emphasis upon pedagogy and the other social sciences and the College with its emphasis upon the natural sciences and the classics were united into the School of Liberal Arts. During this period the social science course established by the College faculty in 1905 was greatly strengthened. The faculty voted to give

⁹*Records of the Faculty of the College of Liberal Arts*, pp. 2, 65, 204.

¹⁰*Ibid.*, p. 223.

¹¹*General Catalogues*, 1903-1907.

credit for certain courses in physical education and for courses in civil engineering, mechanical engineering and architecture. These courses in engineering were at that time under the supervision of the Teachers College.¹²

So attractive were these courses in social science and applied science that when the two schools were separated in 1913 the College faculty petitioned the Board of Trustees as follows:

That in view of the separation of the Teachers College and the College of Arts and Sciences, the teaching staff of the College of Arts and Sciences desires to express the conviction that all work of Collegiate grade and Academic character should be carried on under the auspices of the College.¹³

For twenty years, however, the Teachers College or School of Education, and the College of Arts and Sciences, both offered the academic subjects. By 1934 three-fourths of the work offered by the School of Education was academic in nature. That year the Board of Trustees organized the pedagogical subjects as a department of study under the supervision of the College of Liberal Arts.

ORGANIZATION

The College Department was opened informally in the fall of 1867 under the management of the Normal and Preparatory Department when John H. K. Wilcox began a series of lectures on Political Science to those students in the Normal and Preparatory Department who wished to attend. This course of lectures continued until the summer of 1868. When the College was formally opened the following fall, it was still closely connected with the Normal and Preparatory Department. In the first *Report* of the College Department which was presented to President Howard on August 2, 1869, Bascom said: "In a conversation had with Professor Whittlesey, before he left, he concurred with me in the opinion, that during the next Academic year the Collegiate Department should be wholly distinct from the Normal . . ."¹⁴

This separation of the collegiate and secondary work of the University was never wholly realized until 1919 at which time all secondary work at the University was abolished. Speaking

¹²*Records of the College of Liberal Arts*, p. 306, *et passim*.

¹³*Ibid.*, p. 332.

¹⁴Dean Bascom, August 2, 1869.

of the relation which existed between the College and other Departments of the University, Frederic Fairfield said, in 1877, that

During these two years (1875-76, 1876-77), the organization of the College faculty as distinct from the other Academic faculties was mainly dormant. Nearly everything was decided by the United Faculties, a body meeting regularly once a week, composed of the faculties of the Normal, Preparatory, and the College Departments.¹⁵

This intimate relationship between the collegiate and secondary work continued until 1877 when, under the direction of President Patton,

The College Faculty was regularly organized anew by the election of F. W. Fairfield as Dean and Professor J. M. Gregory as Secretary. The meetings were still few and far between and for the most part informal and the records for this year (1877-78), brief and unimportant, have been mislaid.¹⁶

About ten years later the College Department veered away from the Normal Department but at the same time was practically absorbed by the Preparatory Department. In 1885 the College Department and the Preparatory Department were consolidated into what was called the College and Preparatory Departments. This union continued until 1895. During this ten years the same faculty presided over both Departments.¹⁷ From 1895 to 1919, when all secondary work at the University was abolished, the relationship gradually became less and less organic.

THE ENROLLMENT AND GRADUATES

The enrollment of the College Department grew very slowly. There were but a few Negroes academically prepared and financially able to pursue a college course. The first students, James M. Gregory, Arthur Clough O'Hear, Josiah Thomas Settle and Charles Nelson Otey, were induced to leave Oberlin College and enter the new College Department of Howard University. The first freshman class, 1868-69, contained one regular member only, James M. Gregory. During the year three other persons joined the class as special students taking one or

¹⁵*Records of the Faculty of the College of Liberal Arts*, p. 64.

¹⁶*Ibid.*, p. 64.

¹⁷*M of B*, January 16, 1894.

two subjects only. They were Benjamin Byas, Herbert G. Reynolds, and Julian M. Alvord. The next freshman class (1869-70) was composed of Charles Nelson Otey and James Webster Smith as regular students, and of Harry F. Merriweather, Sarah M. Robinson, Emily B. Robinson¹⁸ and Mary F. Robinson as special students. The sophomore class for 1869-70 was composed of James M. Gregory, Arthur Clough O'Hear and Josiah Thomas Settle.¹⁹ It was not until 1910 that the College Department attendance reached one hundred. Several things brought this to pass: first, the course of study had been broadened and made more attractive by the addition of the natural sciences and later by adding the social sciences; second, the tuition fees were abolished between 1874 and 1905; and third, there existed at the University on the campus an elementary school and high school to prepare deficient applicants.²⁰

The first graduating class in 1872 was composed of James M. Gregory, Arthur C. O'Hear, and Josiah T. Settle. By 1874 a College Alumni Association had been organized and at its second triennial meeting in 1880 was addressed by James M. Gregory, the first student and the first graduate of the College. Three points were emphasized in his address. He praised the founders for making Howard University "national." By national he meant open to black and white on equal terms. He deplored the fact that the bulk of the scholarship aid was usually given to students in the Theological Department or to those planning to enter the ministry. The Toland Gift of \$5,000 had just been received by the University for the benefit of the theological students. The burden of his address, however, was a plea for the classics which were being severely criticized on every hand after 1877.

This criticism of the classics was due to the fact that large numbers of Negroes were leaving the South annually fleeing from the disfranchisement, mob violence and peonage which followed in the wake of the Federal soldiers whom President Hayes withdrew in 1877. These Negroes made poor mechanics in the North. The schools of the country, and among them, Howard University, were criticized for "spoiling the

¹⁸*Records of the Faculty of the College of Liberal Arts*, p. 2.

¹⁹*Ibid.*, p. 2.

²⁰*General Catalogues*, 1874-1905, *passim*.

Freedmen" with the classics. The critics wanted a "practical education."²¹ Gregory said:

I know there exists a prejudice unfounded, I think, against the study of the ancient classics on the ground that they are dead languages and of no practical benefit. It is said this is a practical age, therefore give us studies that bear on practical matters. I have never anywhere seen a satisfactory explanation of the term "practical matters," as defined by the opponents of the classics. We believe that those who would have Latin and Greek prevail to the detriment of other studies make a mistake, as do those who would ride none other but the hobby of practical studies, so-called. The self-styled "reformers" who object to the use of the classics, offer no studies that can exactly supply their place. As a rule, those who make objections to these languages, do not understand them; they cannot, therefore, see all their beauties, and should not be guilty of the inconsistency of condemning that of which they have no knowledge. Now what is the student really gaining who studies Latin and Greek? He is not merely studying language and gaining discipline thereby, which I grant he might gain as well, in some respects, by the study of modern languages; nor simply comparing the different forms of expression with his own and acquiring a vocabulary upon which he may draw in the future, but more, much more, is he studying the deeds, the exploits, the struggles, the conflicts, the philosophy, the poetry, the literature, the virtues, the characters, of the most remarkable nations that ever existed. Does the English language, or German, or French, or Italian, afford examples of more consummate masters of oratory than Aeschines and Demosthenes; of poetry, than Ovid and Virgil, and Homer; of Satire, than Horace and Juvenal; of criticism, than Longinus and Quintilian; of history, than Herodotus, and Xenophon and Thucydides, and Sallust, and Livy and Tacitus; of the drama than Aristophanes and Aeschylus, Euripides, and Sophocles? Who is the man that can read with the right spirit the moral writings of Cicero and Plato, heathen philosophers as they were, and not have his thought purified and ennobled? Wherever literature consoles sorrow, or assuages pain—wherever it brings gladness to eyes which fail with wakefulness and tears,—and ache for the dark house and the long sleep—there is exhibited, in its noblest form, the immortal influence of Athens.²²

This was the last stand of the classics at Howard University. Two days later, Sunday, April 20, President Patton, himself a supporter of the classics, said in his baccalaureate address:

It is my earnest purpose to induce the friends of Howard University to add to it such a department (Industrial Department) at an early date, as a very important means of elevating the colored race.²³

²¹Patton, *Baccalaureate Sermon*, April 30, 1877.

²²J. M. Gregory, "Our Alma Mater—Her History, Character and Prospects," Triennial Meeting, College Alumni, Howard University, May 28, 1880, Washington, D. C., 1881.

²³Patton, *op. cit.*

With the aid of a contribution from the Slater Fund, the Industrial Department was re-established and grew rapidly. On May 29, 1888, the Board of Trustees resolved:

That the Industrial Department be thoroughly reorganized by the Executive Committee on a mechanical and business like basis as regards superintendence as well as instruction, and that the way be prepared for its eventual development into a Technological Department of the University.²⁴

The next year Congress appropriated \$1,500 for the industrial work. With this, the salary of the superintendent was increased to \$1,500 annually.²⁵

Notwithstanding this rapid increase in interest in industrial education, the advocates of the classics never ceased preaching against it. In introducing the speaker of the evening at the sixth triennial meeting of the College Alumni Association on May 18, 1892, Kelly Miller said:

There is need of especial alertness to see that the seed of sound scholarship planted by our Alma Mater may spring up into abundant harvest. Against the mad rush after practical results, and the modern short-cuts to culture, the friends of liberal learning need to stand steadfast, and immovable. It is not ours to run after the educational heresies of the learned dreamer, or the rash plans of the pedagogical schemer, but to adhere to the orthodox standards of culture, approved by long centuries of usage. The road to true learning lies through Greece and Rome. The wonder working arts of the nineteenth century and the fairy tales of science are indeed wonderful to contemplate, but as means of culture, they do not leave upon the mind that residuum of beneficial effect as do the perfect forms of truth and beauty, developed under the clear skies of Greece, and transplanted to the "Lavinian shores and the walls of lofty Rome."²⁶

Neither were the young Negroes of the South as a whole enthusiastic about industrial education. The careers of the Negro representatives and senators during the 70's and 80's inspired the Negro youth in large numbers to prefer to stand on the floor of the House or Senate fittingly attired than to stand in the door of a blacksmith shop in a leathern apron.

Nevertheless the industrial tide continued to move in. The opponents were attempting, as it were, to hold it back with a broom. In 1896, a young scholar recently back from Germany,

²⁴*M of B*, May 29, 1888.

²⁵*Report of President Patton*, 1888.

²⁶Kelly Miller, *Sixth Triennial Meeting of the College Alumni Association*, May 18, 1892.

W. E. B. DuBois, applied for a position on the faculty of the University. For some reason he was not employed. A quarter of a century before, another scholar just back from Germany—G. Stanley Hall—had applied for a position on the faculty.²⁷ For some reason he was not employed. Hall went to Antioch College; DuBois went to Atlanta University. About 1899 the Trustees did, however, see the need for a bigger Agricultural Department. The teacher of agriculture was made a dean.²⁸

The rejection of the application of DuBois and the elevation of the teacher of agriculture is more understandable when it is recalled that during the 90's Booker T. Washington and Henry W. Grady, two eloquent speakers from the South, travelled up and down the country from Dallas to Boston, thrilling the people with their story of the beauty and wealth of the new South. Their argument was irresistible. Gradually the Trustees of the University succumbed to the Washington idea to the end that in 1907 the Board invited Washington to become a member. He accepted.²⁹ To many, that action was the unkind cut of a supposed friend. It was said:

Howard University is the most useful institution of learning in the world today. But the experiences of the last two years within her portals have given rise to doubts and fears.

When she was founded, the purpose was to make of her a great American University, the field of reconciliation between the aspiring and conflicting elements of the people. Her ideal was the American ideal, the Fatherhood of God and the Brotherhood of man. Her mission was the education of youth in the liberal arts and sciences. From this her founders hoped she would never depart.

Forty years have passed since she was founded, and her graduates and sometime students, numbering nearly 12,000 men and women, have vindicated the wisdom of Sumner, of Hoar, of Edmunds, of Patton, and of Evarts. What this army of men and women have contributed to the national welfare has returned a thousand fold more than was given for the possibility. And calmly viewed in the light of the past, no reason can be found, in this day of all the days, for a departure from the ideal of the founders.

But the "pressure of our economic life" has reared the hydra-headed monster of industrialism within her walls. Fate or fortune placed Dr. Wilbur Patterson Thirkield at the head of the University. He came heralded as a friend to the man of color, a "money-getter," a priest and prophet of God.

²⁷*M of B*, January 29, 1896; G. Stanley Hall to General O. O. Howard, March 6, 1872.

²⁸*M of B*, May 26, 1896, p. 419; *M of B*, May 30, 1899.

²⁹*M of B*, May 28, 1907.

Upon this representation he was accepted and arms were opened to him, and he was received as no other man was ever received in the history of the university. His record justified the faith that was imposed. Yet scarcely two years have passed and this is the history.

Dr. Thirkield assumed charge of the university, although he has not been inaugurated, and but a short time had passed before there were rumors abroad that he meant to industrialize the institution. This was put aside with a sneer, and the argument was presented that the son-in-law of Bishop Haven would never depart from an ideal and debase a principle. As time went on Dr. Thirkield would place more and more emphasis on "modern education," and bestow unstinted praise upon men engaged in industrial training. But this was not the occasion of alarm or notice that he had forsaken the ideals of Bishop Haven. It was not until he made the declaration that "if I could, I would immediately install a technical (meaning industrial) plant in Howard University worth a half million dollars (\$500,000)." Following close upon this sweeping and unprecedented declaration came the appointment upon the board of trustees of Howard University of four men known to represent the interests of the most extreme views on industrial profit. These were Dr. Booker T. Washington, Dr. Mooreland, the Y.M.C.A. worker, Dr. J. H. N. Waring of Baltimore, and the manager of the Baldwin Locomotive Iron Works of Philadelphia, Pa. This step Dr. Thirkield regarded the superlative achievement of his life. The motive was to get money, and to get money an industrial plant must be established in Howard University.

The annual commencement came. Dr. Parks Cadman of New York addressed the students graduating upon that occasion, and in doing so he paid tribute after tribute to Dr. Washington, but no applause was given. Dr. Thirkield went upon the platform upon that occasion amid a depressing unwelcome silence. There was resentment against his attempt to industrialize Howard University . . . ³⁰

Nevertheless, upon the death of ex-President Thirkield in 1936, Kelly Miller, who in 1892 spoke of the "fairy tales of science," was reckless in praise of Thirkield's achievements. He said:

At the time he (Thirkield) took charge of Howard, the cause of higher education had reached the low water mark in the mind of the philanthropic public. Industrial education, as symbolized by Hampton and Tuskegee, had all but monopolized the field.

Atlanta, Fisk, and Howard were thriving as a root out of dry ground and living at a poor, dying rate. Dr. Thirkield threw into this field the full measure of his well-known enthusiasm and ardor and gave to Howard University a newness of life.

I was dean of the college throughout the administration, and can speak

³⁰P. S. Twister, correspondent, "Howard University," *The Chicago Conservator*, September 28, 1907, pp. 1-8.

with authority of the intensity of his devotion and the abundant success which was brought to Howard under his administration.

Up to that time, the college was based on the admission requirement of Latin, Greek and mathematics after the traditional plan of the old New England academy. He shifted the admission basis to the modern high school curriculum, upon which the subsequent growth and expansion of the college has since been based.

In 1879, Congress appropriated \$10,000 for maintenance and instruction at Howard University. This initial appropriation has been increased year by year, until now it has reached over a million dollars. But until the coming of Dr. Thirkield, the government never had been known to contribute a building to a private institution of any kind, type or character.

With unheard of audacity, Dr. Thirkield asked Congress to appropriate \$100,000 for a new science building. At the time I conferred with Dr. Booker T. Washington, who was the world's greatest authority on contributions for the cause of colored education. He was of the opinion that such a proposition was utterly impossible as it was contrary to the history and policy of the Federal Government to contribute buildings to private institutions.

But Dr. Thirkield accomplished the impossible. Thirkield Science Hall, which adorns the campus of the university, is a living monument of his audacity. He also secured from the government an engineering building and a modern heating plant.³¹

George Morton Lightfoot might have heard or read both statements by Miller. When Miller first spoke in 1892, Lightfoot was a teacher of the University. When Miller spoke the second time, in 1936, Lightfoot was still a teacher of the University. But it was not the same University. Said Lightfoot in 1935:

I am still at Howard University as head of the Department of Latin of which I am the sole faculty member. I am still enjoying my work in this field in spite of the very general decline of interest in the study of the classics.³²

When Lightfoot came to the University as a teacher, forty-four years before, Latin and Greek were at their zenith. The College enrollment was, to be sure, very small—between 20 and 30 annually. But all college students in 1891 had studied or were studying Greek and Latin. In 1936-1937 this was not the case. Of the 1,005 students in the College of Liberal Arts

³¹Kelly Miller, *Afro-American*, November 28, 1936.

³²George M. Lightfoot to Edward H. Marsh, Secretary, December 16, 1935, *Ninth Report of the Class of 1891 of Williams College published in anticipation of its Forty-Fifth Year Reunion at Williamstown, June 12 to 15, 1936.*



A Swimming Class, 1939



Track Team, 1937



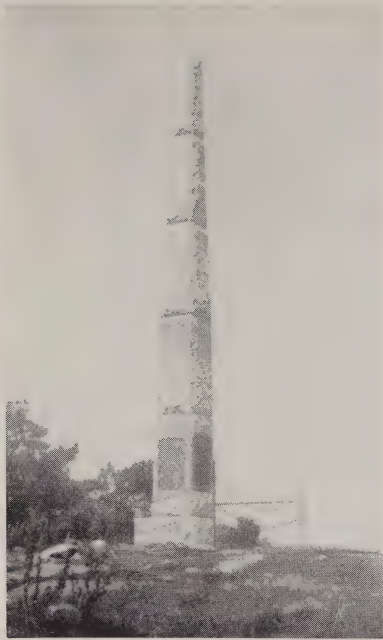
The Howard Symphony Orchestra (in part), 1939



The School of Music Presents Il Trovatore, 1939



Archery, 1939



*A monument erected in 1895
at Leeds, Maine, by the How-
ards in honor of the men of
Leeds who died in the Civil
War.*



University Glee Club, 1903



Class in Art, 1938



A Dancing Class, 1939

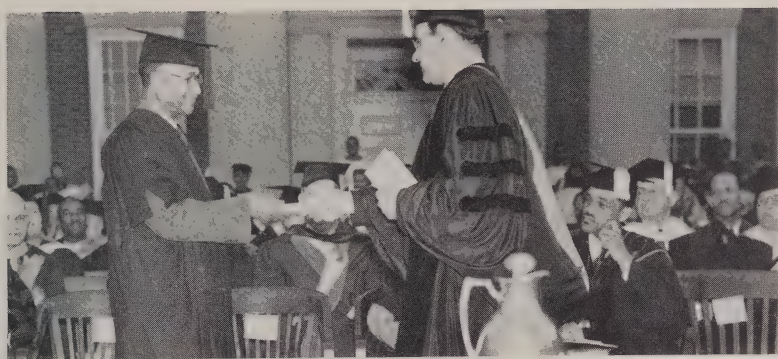


Students on Campus, 1870



Library-Law Department, 1903





Matthew Henson receives an honorary degree, 1939



Students on front steps of Miner Hall, 1893



Library of School of Law, 1939



Marian Anderson receives an honorary degree, 1938

that year not one was studying Greek and eight only were majoring in Latin.³³ The eight were:

Moore, Nancy
 Price, Mary Agnes
 Scott, Blanche L.
 Simmons, Catherine V.
 Slaughter, Senora Ellen
 Stuart-Medas, Eldon
 Van Buren, George
 Weddington, Rachel Thomas³⁴

The change which had taken place in the curriculum of the College of Liberal Arts between 1868 and 1937 may be seen from a glance at the offerings in 1937 and at the popularity of each offering. The departments of study and the number of students majoring in each that year were as follows:

Art	32
Chemistry	45
Commerce	59
Economics	6
Education	78
English	82
German	5
History	109
Home Economics	59
Latin	8
Mathematics	27
Nursing	53
Philosophy	3
Physical Education (Men)	35
Physical Education (Women)	41
Physics	2
Political Science	50
Pre-Dental	13
Pre-Legal	6
Pre-Medical	90
Psychology	40
Romance Languages	38
Sociology	66
Zoology	58
Total	1,005

³³*Report* made by the Dean of Liberal Arts, 1936-1937.

³⁴*Ibid.*

With this increased number of offerings as indicated above, it was necessary to increase the number of teachers on the faculty. The members of the faculty and the academic training of each for the year 1939-1940 were as follows:

- Abrahamson, Ernest L., Ph.D., Instructor in Romance Languages and Latin. Ph.D., 1934, University of Prague.
- Achille, Louis Thomas, Assistant Professor of French, *Licencie es Lettres*, 1930, *Diploma d'Etude Superieures*, 1933, University of Paris.
- Allen, Maryrose Reeves, A.M., Assistant Professor of Physical Education, Diploma, 1923, S.B., 1933, Sargent School of Physical Education; A.M., 1939, Boston University.
- Anderson, Thomas Jefferson, A.M. in Education, Assistant Professor of Education, A.B. in Education, 1926, Howard University; A.M. in Education, 1929, Columbia University.
- Barnes, Percy Robert, Ph.D., Assistant Professor of Chemistry, A.B., 1921, Amherst College, A.M. 1930, Ph.D., 1933, Harvard University.
- Bauduit, William John, S.M., Professor of Mathematics, S.B., 1909, S.M., 1911, University of Chicago.
- Berliner, Seigfried, Ph.D., Professorial Lecturer in Commerce and Finance, Ph.D., University of Goettingen.
- Birch, Ruth Redd, A.M. Instructor in Art, B.Ped., 1921, Lincoln University; A.B., 1935, A.M., 1935, University of Michigan.
- Boettcher, Henry J., Assistant Professor of Military Science and Tactics, Major, Infantry, U. S. Army.
- Brice, John J., Leader of University Band, 1926, Graduate Army Bandmasters Music School; Sergeant, U. S. Army.
- Brown, Sterling Allen, A.M., Associate Professor of English, A.B., 1922, Williams College; A.M., 1923, Harvard University.
- Brown, William Oscar, Ph.D., Assistant Professor of Sociology; A.M., 1921, University of Texas, A.M., 1924, Southern Methodist; Ph.D., 1930, University of Chicago.
- Baer, Werner, Ph.D., Lecturer in Economics; Ph.D., 1933, University of Frankfurt.
- Bunche, Ralph Johnson, Ph.D., Professor of Political Science, A.B., 1927, University of California, A.M., 1928, Ph.D., 1934, Harvard University.
- Burch, Charles Eaton, Ph.D., Professor of English, A.B., 1914, Wilberforce University, A.M., 1918, Columbia University; Ph.D., 1933, Ohio State University.
- Burnett, Leonie Withers, S.B., in Education, Instructor in Physical Education for Women, S.B. in Education, 1929; Temple University.
- Burr, John Harold, Jr., M.Ed., Assistant Professor of Physical Education, B.P.E., 1923, M.Ed., 1931, Springfield College.
- Burrell, Helen Wheatland, A.B., Assistant Professor of Romance Languages, A.B., 1923, Wellesley College, 1925, *Diplome de l'Universite de Paris*.

- Butcher, James W., Jr., A.B., Instructor in English, A.B., 1932, University of Illinois.
- Carruthers, Ben Frederick, A.B., Instructor in Romance Languages, S.B. in Education, 1932, University of Wisconsin; A.M., 1933, University of Illinois.
- Chase, Hyman Yates, Ph.D., Associate Professor of Zoology, S.B., 1926, S.M., 1930, Howard University; Ph.D., 1934, Stanford University.
- Clayton, Roscoe, Assistant in military Science and Tactics, Warrant Officer, U. S. Army, Captain, Infantry, O.R.C.
- Coleman, Frank, S.M. Professor of Physics, A.B., 1913, Howard University; S.M., 1922, University of Chicago.
- Coleman, Grace, A.M., Assistant Professor of English, A.B., 1914, A.M., 1922, Howard University.
- Coleman, William, A.M., Professor of Physics, A.M., and B. of P., 1902, Indiana University; A.B., 1913, A.M., 1914, Columbia University.
- Cook, Elizabeth Appo, Associate Professor of Romance Languages Emerita.
- Cooper, Stewart Rochester, Ph.D., Assistant Professor of Chemistry, S.B., 1916, Howard University, S.M., 1924, Ph.D., 1934, Cornell University.
- Cox, Albert Frank, Ph.D., Associate Professor of Mathematics, A.B., 1917, Indiana University; Ph.D. 1925, Cornell University.
- Daniel, Walter G., A.M., Associate Professor of Education, University Librarian; A.B., 1926, Virginia Union University; B.Ed., 1927, A.M. 1928, University of Cincinnati.
- Davis, Clarence William, A.M., Assistant Professor of Physical Education, Diploma, 1922, Springfield College; Ph.D., 1927, University of Chicago; A.M., 1932, Columbia University.
- Dorsey, Emmett Edward, A.M., Instructor in Political Science, A.B., 1927, Oberlin College; A.M., 1934, Columbia University.
- Dudley, Leona Barber, A.M., Instructor in Public Speaking, A.B., 1929, Howard University; A.M., 1932, Columbia University.
- Dykes, Eva Beatrice, Ph.D., Associate Professor of English; A.B., 1914, Howard University; A.B., 1917, A.M., 1918, Ph.D., 1921, Radcliff College.
- Dyson, Walter, A.M., Professor of History, A.B., 1903, Fisk University; A.B., 1905, Yale University; A.M., 1913, University of Chicago.
- Elliot, Susie Amelia, A.M., Professorial Lecturer in Home Economics, S.B., in Home Economics Education, 1925; A.M., in Health Education, 1928, Teachers College, Columbia University.
- Fitch, Mary Alida, Ph.D., Professor of Botany; S.B., 1905, A.M., 1906, University of Missouri; Ph.D., 1912, Cornell University.
- Fitzhugh, Howard Naylor, M.B.A., Instructor in Commerce and Finance, S.B., 1931, Harvard College; M.B.A., 1933, Harvard Graduate School of Business Administration.
- Florence, Charles Wilbur, A.M., Associate Professor of Education, A.B., 1919, A.M., 1923, University of Pittsburgh.
- Frazier, Edward Franklin, Ph.D., Professor of Sociology; A.B., 1916, How-

- ard University; A.M., 1920, Clark University (Mass.); Ph.D., 1931, University of Chicago.
- Grant, Jason Clifton, Jr., A.M., Associate Professor of English, A.B., 1915, Virginia Union University; A.M., 1920, University of Chicago.
- Hansberry, William Leo, A.M., Assistant Professor of History; S.B., 1916, Harvard University; A.M., 1932, Harvard University.
- Hansborough, Louis Armstead, Ph.D., Assistant Professor of Zoology, S.B., 1928, Howard University; S.M., 1931, University of Chicago; Ph.D., 1938, Harvard University.
- Haddock, Frances Corinne, M.S., Instructor in Physical Education, S.B., 1935, University of Pittsburgh; M.S., 1938, Wellesley College.
- Harris, Abram Lincoln, Ph.D., Professor of Economics, S.B., 1922, Virginia Union University; A.M., 1924, University of Pittsburgh; Ph.D., 1931, Columbia University.
- Harris, John Phillip, A.M., Instructor in Romance Languages, A.B., 1931, A.M., 1936, Howard University.
- Henry, Myrtle Catherine, Ph.D., Assistant Professor of English, A.B., 1925, Howard University, A.M., 1926, Ph.D., 1935, University of Pennsylvania.
- Herring, James Vernon, B.Ped. in Art, Associate Professor of Art; B.Ped. in Art, 1917, Syracuse University.
- Holmes, Eugene Clay, A.M., Instructor in Philosophy; A.B., 1931, New York University; A.M., 1937, Columbia University.
- Huguley, John Wesley, Jr., S.M., Instructor in Chemistry; S.B., 1925, Harvard College; S.M., 1936, University of Minnesota.
- Hunton, William Alpheus, Ph.D., Assistant Professor of English, A.B., 1924, Howard University; A.M., 1926, Harvard University; Ph.D., 1938, New York University.
- Jenkins, Martin David, Ph.D., Associate Professor of Education, S.B., 1925, Howard University; A.B., 1930, Indiana State Teachers College; M.S., in Education, 1933, Ph.D., 1935, Northwestern University.
- Johnson, Leonard Zachariah, A.M., Professor of English, Emeritus, A.B., 1898, A.M., S.T.B., 1901, Lincoln University; B.D., 1904, Princeton Theological Seminary; A.M., 1904, Princeton University; D.D., 1905, Lincoln University.
- Jones, John Leslie, Ph.D., Instructor in Chemistry; B.S., 1934, M.S., 1934, University of California; Ph.D., 1936, Stanford University.
- Jones, Lois Mailou, Instructor in Design; Diploma, 1927, Boston School and Museum of Fine Arts; Diploma, 1928, Harvard Summer School, Normal Arts Department; Diploma, 1928, Designers Art School. Certificate, 1938, Academie Julian, Paris.
- Just, Ernest Everett, Ph.D., Professor of Zoology; A.B., 1907, Dartmouth College; Ph.D., 1916, University of Chicago.
- Kirkland, Madeline Wand, Ed.D., Assistant Professor of Home Economics, 1920, Graduate of Pratt Institute; S.B., in H.E., 1924, Howard University; A.M., 1931, Ed.D., 1940, Columbia University.
- Knox, Ellis Oneal, Ph.D., Professor of Education; A.B., 1922, University of California; A.M., 1928, Ph.D., 1931, University of Southern California.

- Kuznets, Solomon, A.M., Professorial Lecturer in Economics, A.B., 1923, Columbia College; A.M., 1926, Columbia University.
- Lewis, Edward Erwin, Ph.D., Associate Professor of Economics, A.B., 1924, Columbia College; A.M., 1925, Ph.D., 1931, Columbia University.
- Lewis, Harold Over, A.M., Instructor in History, A.B., 1929, Amherst College; A.M., 1930, Howard University.
- Lewis, Jesse Walter, M.B.A., LL.B., Assistant Professor of Commerce and Finance; S.B., 1922, Shaw University; M.B.A., 1925, New York University; LL.B., 1930, Blackstone College of Law (Chicago).
- Lewis, Hylan Grant, A.M., Instructor in Sociology; A.B., 1932, Virginia Union University; A.M., 1936, University of Chicago.
- Lightfoot, George Morton, A.M., Professor of Latin, Emeritus, A.B., 1891, Williams College; A.M., 1922, Catholic University of America.
- Locke, Alain LeRoy, Ph.D., Professor of Philosophy; A.B., 1908, Harvard University; Litt.B., 1911, Oxon; Ph.D., 1918, Harvard University.
- Lofton, Williston Henry, A.M., Instructor in History; A.B. in Education, 1929, A.M., 1930, Howard University.
- Logan, Rayford Whittingham, Ph.D., Professor of History, A.B., 1917, A.M., 1929, Williams College; A.M., 1932, Ph.D., 1936, Harvard College.
- Lovell, John, Jr., Assistant Professor of English, A.B., 1926, A.M., 1927, Northwestern University; Ph.D., 1938, University of California.
- McShann, Frances C., S.M. in Education, Instructor in Home Economics; S.B., 1920, Howard University; S.M. in Education, 1937, Kansas State Teachers College.
- Meenes, Max, Ph.D., Professor of Psychology, A.B., 1921, Clark University (Mass.); A.M., 1924, Princeton University; Ph.D., 1926, Clark University (Mass).
- Miller, Carroll Lee, A.M., Instructor in Education, A.B., 1929, A.M., 1930, Howard University.
- Miller, Kelly, A.B., Professor of Sociology, Emeritus, A.B., 1886, Howard University; A.M., Wilberforce University; LL.D., 1903, Virginia Union University.
- Mitchell, James B., A.M., Instructor in Commerce and Finance, S.B., in Commerce, 1937, A.M., 1938, Howard University.
- Parker, Charles Stewart, Ph.D., Professor of Botany, A.B., 1905, Trinity College; S.B., 1922, S.M., 1923, State College of Washington; Ph.D., 1932, Pennsylvania State College.
- Porter, James Amos, A.M., Assistant Professor of Art, S.B. in Art, 1927, Howard University.
- Price, Joseph St. Clair, Ed.D., Associate Professor of Education, A.B., 1912, Lincoln University; A.B., 1917, University of Michigan; Ed.M., 1927, Ed.D., 1940, Harvard University.
- Payne, Harry Roland, A.B., Instructor in Physical Education for Men; A.B., 1929, Howard University.
- Phillips, Myrtle Redmond, A.M., Assistant Professor of Education, S.B., 1923, Howard University; A.M., 1931, University of Chicago.

- Primas, Marie Taylor, A.M., Instructor in French, A.B., 1932, A.M., 1933, Howard University.
- Raines, Morris Abel, Ph.D., Professor of Botany; S.B., 1915, Columbia College; A.M., 1917, Ph.D., 1922, Columbia University.
- Rivers, Gertrude Burroughs, Assistant Professor of English; A.B., 1925, Atlanta University; A.M., 1932, Ph.D., 1939, Cornell University.
- Rodriguez, Gloria, A.M., Instructor in Spanish; A.B., 1937, University of Puerto Rico; A.M., 1939, Catholic University of America.
- Russell, Edwin R., M.S., Instructor in Chemistry; S.B., 1935, Benedict College; M.S., 1937, Howard University.
- Rutherford, Geddes W., A.M., Professorial Lecturer in Political Science; A.B., 1913, University of Missouri; A.M., 1916, Harvard University.
- Sewell, Louise Thompson, A.M., Instructor in Home Economics; 1921, Graduate of Pratt Institute; A.B., 1930, Simmons College (Ky.); A.M., 1933, Columbia University.
- Seifert, Wolfgang S., Ph.D., Assistant Professor of German; Ph.D., 1922, University of Leipzig.
- Shereshefsky, Judah Leon, Ph.D., Professor of Chemistry, B.C., 1923, University of Pittsburgh; Ph.D., 1926, John Hopkins University.
- Simpson, Georgiana Rose, Ph.D., Professor of German, Emerita, A.B., 1911, A.M., 1920, Ph.D., 1921, University of Chicago.
- Smith, Darwin Enoch, Assistant in Military Science and Tactics, Sergeant, D.E.M.L., U. S. Army, Second Lieutenant, Infantry, O.R.C.
- Snowden, Frank Martin, Jr., A.M., Instructor in Latin and Classical Language and Literature; A.B. 1932, Harvard College; A.M., 1933, Harvard University.
- Spratlin, Valaurez Burwell, D.M.L., Professor of Romance Languages, A.B., 1919, A.M., 1922, University of Denver; D.M.L., 1931, Middlebury College.
- Stephens, Ethel Roberson, A.M., Instructor in Home Economics; S.B., 1928, Ohio State University; A.M., 1931, Columbia University.
- Sumner, Francis Cecil, Ph.D., Professor of Psychology; A.B., 1915, Lincoln University; A.B., 1916, Clark University (Mass.); A.M., 1917, Lincoln; Ph.D., 1920, Clark University (Mass.).
- Syphax, Charles Sumner, LL.M., Professor of Mathematics, Emeritus A.B., 1888, LL.B., 1889, LL.M., 1900, Howard University.
- Thompson, Charles Henry, Ph.D., Professor of Education; Dean, College of Liberal Arts; A.B., 1917, Virginia Union University; Ph.B., 1918, A.M., 1920, Ph.D., 1925, University of Chicago.
- Tulane, Victor Julius, Ph.D., Assistant Professor of Chemistry; S.B., 1924, Howard University; S.M., 1929, Ph.D., 1933, University of Michigan.
- Tunnell, William Victor, LL.B., Professor of History, Emeritus; A.B., 1884, Howard University; S.T.B., 1888, General Theological Seminary of New York; A.M., 1890, LL.B., 1911, Howard University.
- Walker, Harry J., A.M., Instructor in Sociology; A.B., 1928, Bucknell University; A.M., 1927, Fisk University.

- Warfield, Violet Beatrice, A.M., Instructor in Physical Education; A.B., 1925, Brown University; Diploma, 1927, Sargent School of Physical Education; A.M., 1931, Columbia University.
- Washington, Alethea H., Ph.D., Professor of Education; Ph.B., 1918, University of Chicago; A.M., 1925, Ph.D., 1928, Ohio State University.
- Watts, Frederick Payne, A.M., Instructor in Psychology; A.B., 1926, A.M., 1927, Howard University.
- Weaver, Ella Haith, A.M., in Speech, Instructor in English; A.B. in Drama, 1932, Carnegie Institute of Technology; A.M. in Speech, 1933, University of Michigan.
- Weir, Charles E., A.M., Instructor in Chemistry; S.B., 1932, University of Chicago; S.M., 1934, Howard University.
- Wells, James Lessesne, S.B., Instructor in Art; S.B., 1927, Teachers College, Columbia University.
- Wesley, Charles Harris, Ph.D., Professor of History; A.B., 1911, Fisk University; A.M., 1913, Yale University; Ph.D., 1925, Harvard University.
- West, William Benyon, S.B., Assistant Professor of Commerce; Dean of Men; S.B., 1919, Colby College.
- Wiggins, Forrest Oran, Ph.D., Instructor in Philosophy; A.B., 1928, Butler University; A.M., 1931, Ph.D., 1938, University of Wisconsin.
- Wilkerson, Doxey Alphonso, A.M., Associate Professor of Education; A.B., 1926, A.M., 1927, University of Kansas.
- Williams, Charles Gilbert, A.M., Instructor in German; A.B., 1923, A.M., 1925, Howard University.
- Williams, Eric Eustace, D.Phil., Assistant Professor of Social Sciences; A.B., 1935, St. Catherine's Society; D.Phil., 1938, Oxon.
- Woodward, Dudley Weldon, Ph.D., Professor of Mathematics; S.B., 1903, Wilberforce University; S.B., 1906, S.M., 1907, University of Chicago; Ph.D., 1928, University of Pennsylvania.
- Wormley, Stanton Lawrence, Ph.D., Assistant Professor of German; A.B., 1930, A.M., 1931, Howard University; Diplom der Universitaet, 1932, University of Hamburg; Ph.D., 1939, Cornell University.
- Wright, Marian T., Ph.D., Assistant Professor of Education; A.B., 1927, A.M., 1928, Howard University; Ph.D., 1940, Teachers College, Columbia University.
- Wilson, Robert W., M.S., Instructor in Zoology; S.B., 1937, Howard University; M.S., 1939, University of Michigan.
- Zuppann, Lloyd, Professor of Military Science and Tactics; Major, Infantry, D.O.L., U. S. Army.

XIV. *Graduate School*

Graduate Study at Howard University had its origin in an action by the Board of Trustees in 1867. A By-Law of the Board was adopted providing that graduates of the University, who were recommended by the faculty could receive the "second degree" upon the presentation of a thesis and one year of advanced graduate study at the University. Graduates of the University of three years' standing, who were recommended by the faculty and who had been engaged in professional, literary or scientific studies, were also eligible for the master's degree.¹

Although the requirements for the second degree were elementary in practice, the first by-laws of the Board of Trustees outlined the procedure as follows:

Sec. 7. The proper faculty shall, also, report the names and residence of those Alumni of the University whom they shall recommend for a second degree, in relation to whom a similar resolution may be adopted by the Board.

Sec. 8. No candidate for a second degree shall receive that honor unless he has maintained a good moral character, and previous to the commencement, has signified his desire for the same to the faculty.

Sec. 9. The academic faculty may recommend conferring of the degree of Master of Arts and Master of Science upon those who have received, respectively, the degree of Bachelor of Arts and Bachelor of Science, according to the following conditions:

1. The candidate must be a graduate, of at least one year's standing, of this or some other collegiate institution empowered to confer degrees.
2. He must have pursued at least two courses of University instruction in one year.
3. He must sustain an examination before the faculty in at least three of the studies so attended.
4. He must present a thesis to the faculty on one of the subjects chosen for examination.

Graduates of this institution of three years' standing may be recommended for the Master's Degree, who shall have been engaged during that period in professional, literary, or scientific studies.²

¹"By-Laws of the Board of Trustees," Chapter IV, Sections 7, 8, 9, pp. 10-11. *Howard University Documents*, 1870.

²*Act of Incorporation and by-laws of the Howard University*, approved June 17, 1867, pp. 10-11.

Notwithstanding this action on the part of the Board of Trustees which was approved in 1867, until 1889 the degree of master of arts was in practice conferred upon those alumni who after taking the degree of A.B. had "pursued at least three years of literary or professional study," and who had made a formal application for the degree "giving a sketch of their occupation since graduation" and "the line of study in which they (were) most interested."³

The requirements for the second degree were first noted in the annual catalogue in 1889-90, when it was stated that the second degree would be conferred on those who had "at least three years of literary or professional study after taking the degree of A.B. and who present a satisfactory essay or thesis on a subject previously designated by the faculty."⁴

Thus, after 1889, a thesis was actually required. The records show that Rooks Turner wrote upon the subject, the "Negro as a Teacher" for which he received the master's degree in 1890. William V. Tunnell was permitted to offer an "oration" instead of a thesis and received the degree in 1891. William H. Hart presented a thesis on the "Christian Tendency of International Law" and received his degree in 1892. Frazier Miller wrote upon the "Moral Argument of Theism" and was granted a degree in 1893. The "Three-fold aspect of Education" was the thesis of the Reverend Mark Thompson, for which he received the M.A. degree in 1899.⁵

The first post-graduate degrees conferred by the University were recommended by the professional schools. In 1870 the master of arts degree was conferred upon Robert Reyburn and Phineas H. Strong. The next year the same degree was conferred upon Charles B. Purvis and Alexander T. Augusta. These recipients were members of the faculty of the Medical Department of the University.⁶ In 1871 the faculty of the Law Department recommended D. Augusta Straker and John Henry Smyth, both of the class of 1871 for the degree of Master of Laws.⁷ The degrees which were conferred upon the

³*General Catalogue*, 1889-1890, p. 28 (note).

⁴*Ibid.*

⁵*Records of the Faculty of the College of Liberal Arts*, p. 132, *et passim*.

⁶*H. U. M. D.*, pp. 21, 24.

⁷*Howard University Alumni Directory*, 1870-1919, p. 6.

members of the medical faculty named above were honorary M.A.'s. The Department of Law conferred the degree of master of law upon any graduate of the department who continued in residence for the third year.

James M. Gregory of the college class of 1872 and Charles N. Otey of the class of 1873 were recommended by the faculty of the college of 1876 and were the first graduates of the college to receive the degree of master of arts.⁸ From 1878 to 1898 the following graduates of the college received the degree of master of arts: Furman J. Shadd, 1878; Wiley Lane, 1881; James H. Howard, 1885; Jesse Lawson, 1886; George W. Cook, 1886; Joseph W. Morris, 1887; William G. Sears, 1887; Charles C. Johnson, 1888; James F. Bundy, 1888; John H. Lawson, 1888; W. R. A. Palmer, 1889; William L. Brown, 1892; George Frazier Miller, Everett J. Waring and Philip F. Morris, 1893; Oscar D. Robinson and Edward D. Williston, 1894; Thomas Settle, 1895, and George H. White, 1898.⁹

From 1898 to the World War, there were fewer alumni who applied for the second degree. This was largely due to the fact that the requirements for the degree were raised.

About 1904 the faculty of the college petitioned the Board of Trustees for permission to organize the graduate work more effectively. The Board granted their request subject to the following limitations; viz., "that this shall not constitute a graduate school; that no payment shall be made for instruction; and that teaching in such courses shall not be counted in making up the total requirement of hours."¹⁰

Specific requirements for the advanced degree were then placed in the catalogue of 1904-05. These were—a residence requirement of at least one year, the selection of a course of study of "homogeneous character with a definite aim" in any department of the University, with half of the time spent in the College of Arts and Sciences in advanced work along some one line, an examination on the subject or subjects taken for

⁸*Records of the Faculty of the College of Liberal Arts*, p. 64.

⁹*Howard University Alumni Directory*, 1870-1919, pp. 166, 156, 140, 165, 159, 173; *Records of the Faculty of the College of Liberal Arts*, p. 96, *et passim*. For honorary degrees prior to 1896, see *Alumni Catalogue*, p. 50.

¹⁰*Records of the Faculty of the College of Liberal Arts*, pp. 234-235.

the degree, and the presentation of two typewritten or printed copies of a dissertation on a subject approved by the faculty, with the payment of a tuition fee of \$25 per annum plus \$10 for the diploma.¹¹ Under these regulations, four students received the master of arts degree in 1904. They were John Henry Bluford, James F. Johnson, Thomas Wyatt Turner, and Edward D. Williston.¹²

The master of science degree was eliminated in 1907-08, but the work was continued for the master of arts degree under these requirements until 1910-11. During this year, it was stipulated that the master of arts degree could be granted separately by the College of Liberal Arts and the Teachers College. Both of these undergraduate divisions were then known as the School of Liberal Arts. The requirements in the College of Arts and Sciences were unchanged but the Teachers College prescribed one year of residence as a minimum and the candidate had to demonstrate fitness through practice teaching, efficiency, scholarship, ability and a capacity for leadership.¹³ The requirement of practice teaching was dropped from the graduate requirement in the Teachers College in 1913-14.¹⁴

Until 1911, if an applicant was accepted for the master of arts degree, the faculty placed him under the supervision of a teacher in whose field of study the applicant was most interested. In 1911 a committee of the faculty was appointed to supervise the work of the candidates. The committee was as follows: Dean Kelley Miller, Dean L. B. Moore, William V. Tunnel, W. Carl Ruediger and Benjamin G. Brawley. This was a special committee. The candidates for the degree of master of arts that year were Jean Hamilton, A.B., University of Pittsburgh; C. C. Robinson, A.B., Union University.¹⁵

In 1912, D. O. W. Holmes, later the first dean of the Graduate School, was awarded the master of arts degree.¹⁶ Masters' degrees in course were granted by the Teachers College in the

¹¹*General Catalogue*, 1904-05, p. 48.

¹²Report of the President of Howard University to the Secretary of the Interior, June 30, 1905, p. 7; *Alumni Directory*, 1870-1919, p. 74.

¹³*Howard University Catalogue*, 1910-11., p. 87.

¹⁴*Ibid.*, 1913-14, p. 70.

¹⁵*Records of the Faculty of the College of Liberal Arts*, p. 316.

¹⁶*Alumni Directory*, p. 152.

same year to Miles W. Connor, Jean Hamilton and William J. Mundy.

For the next eight years, the graduate work of Howard University was under the supervision of a special committee. In 1919, as a result of the reorganization of the collegiate work of the University under Dean Carter G. Woodson, the first faculty committee on graduate subjects was appointed.¹⁷ This committee on graduate studies was composed of Carter G. Woodson, dean of the College of Liberal Arts; Lewis B. Moore, dean of the Teachers College; D. Butler Pratt, dean of the School of Religion; Ernest E. Just, professor of Zoology, and Alain Leroy Locke, assistant professor of Philosophy.

Mary Augusta Freeman received the master's degree in 1918, and in 1919 Helen Brooks Irvin was awarded this degree in the field of education.¹⁸ During 1920-1921, teaching fellowships were established and graduate study under a second standing committee's direction took on new life. Dudley W. Woodard, professor of mathematics and dean of the College of Liberal Arts, was the leading spirit in these endeavors. The beginnings of graduate work in course at Howard University is indebted to his interest and effort. This Committee on Graduate Studies was composed of J. Stanley Durkee, president of the University; Dudley W. Woodard, dean of the College of Liberal Arts, who was chairman of the committee; Professor D. O. W. Holmes, dean of the School of Education; Professor D. Butler Pratt, dean of the School of Religion; St. Elmo Brady, professor of chemistry; Ernest E. Just, professor of zoology; Alain Leroy Locke, associate professor of philosophy. At this time, only the members of this committee and a few other professors were convinced of the necessity and practicability of graduate work at Howard University. The process of conversion was a slow but steady one. Differences of opinion had developed among members of the faculty concerning the wisdom of conducting graduate work, in view of the increasing enrollment in the undergraduate college, the limitations of faculty personnel and equipment.

Prior to the appointment of this committee, the credits offered for the satisfactory completion of graduate work varied

¹⁷*General Catalogue*, 1918-1919, p. 26.

¹⁸*Alumni Directory*, pp. 134, 147.

in the different divisions of the University. The College of Liberal Arts and the Teachers College now offered the degree of master of arts and the degree of master of science. In addition, the Teachers College offered a diploma for post-graduate work.¹⁹ Under the leadership of Dean Moore, the Teachers College faculty was very enthusiastic about the conduct of graduate work. Probably the first graduate of Howard University to receive the degree of doctor of philosophy from a recognized university, was a graduate of Teachers College. Edward M. A. Chandler, Teachers College, '13, received this degree in chemistry in 1917 at the University of Illinois.

Only one master of arts degree was awarded in 1920. This degree was awarded to Arnett G. Lindsay of the Department of History. The subject of his thesis was, "The Diplomatic Relations Between the United States and Great Britain Bearing on the Return of Fugitive Slaves, 1776-1828."²⁰ This thesis was later published in the *Journal of Negro History*.²¹

During this period, the minimum resident requirement remained unchanged, but the candidate was required to follow an approved program of work consisting of eight courses and a thesis on an approved topic, two copies of which had to be submitted not later than one month before the granting of the degree. A reading knowledge of French or German and an oral examination were required. Teaching fellowships, upon the recommendation of Dean Dudley W. Woodard, were granted candidates for the master's degree for limited service with stipends ranging from \$150 to \$500.²²

Graduate work at Howard University had now developed into a distinct part of the University's life, although conducted under the administration of a Committee on Graduate Studies.

Three students were enrolled in 1924 for work leading towards the master's degree.²³ In 1925, the president of the University, Stanley Durkee, reported that, "Eight students matriculated for graduate work at the beginning of the current year. This is the largest number in the history of the Univer-

¹⁹*Alumni Directory*, 1870-1919, pp. 60, 63.

²⁰*Howard University Record*, November, 1920, XV, No. 1, p. 9.

²¹*The Journal of Negro History*, October, 1920, V, No. 4, pp. 391-419.

²²*General Catalogue*, 1920-21, p. 116.

²³*President's Report*, June, 1924, p. 3.

sity. Correspondence in the office of the dean indicates an increased interest in this work. The faculty of the University is still unable to meet the demands for instruction in certain kinds of work."²⁴ In the following year, it was reported that nine students were in residence "pursuing definite work leading to the master's degree."²⁵

In 1929, Dean Dudley W. Woodard retired from the deanship of the College of Liberal Arts and was succeeded by Edward Porter Davis. Dean Davis then became automatically the chairman of the Graduate Division, which had been established, and the chairman of the Committee on Graduate Studies. In the meantime a third committee on Graduate Studies had been appointed by the faculty. This Committee consisted of the president of the University, Mordecai W. Johnson; E. P. Davis, dean of the College of Liberal Arts, chairman; Professor D. O. W. Holmes, dean of the College of Education; D. Butler Pratt, dean of the School of Religion; Professor Ernest E. Just, department of zoology; Professor Alain L. Locke, department of philosophy; Professor Charles H. Wesley, department of history; Professor Charles H. Thompson, department of education, and Professor Dudley W. Woodard, department of mathematics. During this year 1929-30, the first separate Bulletin of the Graduate Division for the next academic year was issued. This bulletin gave distinction to the public presentation of graduate work and raised it in the esteem of the faculty and the students.

The result was a continuous growth of the Division in the University, so that the action of the Board of Trustees in establishing the Graduate School as a separate unit of the University was amply justified. This action was taken at the April meeting of the Board of Trustees in 1934, by which "The Graduate School" was established and Dwight O. W. Holmes, then dean of the College of Education, was elected dean of the Graduate School as of July 1, 1934.²⁶

On October 23, 1934, the following action relative to the organization and government of the Graduate School was taken by the Board of Trustees:²⁷

²⁴*Ibid.*, June, 1925, p. 3.

²⁵*Ibid.*, June, 1926, p. 3.

²⁶*Report of the Dean of the Graduate School, for the year 1934-1935*, p. 6.

²⁷*Ibid.*, p. 7.

That the affairs of the Graduate School shall be administered by "The Graduate Council" which shall have all the powers of a faculty as defined in the Charter and By-Laws of Howard University.

That the Graduate Council shall be composed of the President of the University, the Dean of the Graduate School, the Registrar of the University and the Heads of the academic departments offering a major leading to a graduate degree. The duties of the President, the Dean and the Registrar shall be the same as in all faculties of the University.

That the departments authorized to offer graduate majors and hence eligible to representation on the Graduate Council are:

Botany, Chemistry, Economics, Education, English, German, History, Mathematics, Philosophy, Physics, Political Science, Psychology, Romance Languages, Sociology and Zoology.

The authorization of departments to offer graduate majors shall hereafter be at the discretion of the Graduate Council.

That the Teaching Staff of the Graduate School be composed of all persons in the academic departments of the University who offer graduate courses.

As a result of this action the following persons automatically became members of the Graduate Council:

Mordecai W. Johnson, S.T.M., D.D., president of the University; Dwight O. W. Holmes, Ph.D., professor of education, dean of the Graduate School; Frederick D. Wilkinson, LL.B., registrar, secretary of the Graduate Council; William J. Bauduit, S.M., professor of mathematics; Ralph J. Bunche, Ph.D., assistant professor of political science; Charles E. Burch, Ph.D., associate professor of English; Frank Coleman, S.M., professor of physics; Edward P. Davis, Ph.D., professor of German, dean of the College of Liberal Arts; Edward F. Frazier, Ph.D., professor of sociology; Abram L. Harris, Ph.D., associate professor of economics; Ernest E. Just, Ph.D., professor of zoology; Alain L. Locke, Ph.D., professor of philosophy; Charles S. Parker, Ph.D., professor of botany; Judah Leon Shereshefsky, Ph.D., associate professor of chemistry; Valaurez B. Spratlin, D.M.L., associate professor of Romance languages; Francis C. Sumner, Ph.D., professor of psychology; Charles H. Thompson, Ph.D., professor of education; Charles H. Wesley, Ph.D., professor of history.

The first meeting of the Graduate Council under the new regulations was held on November 6, 1934. A committee was appointed to take under consideration the Bulletin of the Graduate School, and the factors including further study in the de-

velopment of graduate work. This committee consisted of Professors W. J. Bauduit, E. P. Davis, D. W. O. Holmes, A. L. Locke, C. S. Parker, J. L. Shereshefsky, C. H. Thompson and C. H. Wesley.²⁸

Post-graduate work in the professional departments had been conducted informally for a number of years. The School of Law, the School of Religion and the School of Medicine had participated in this work. The dean of the School of Religion had been a member of the Committee on Graduate Studies from its first appointment. No graduate degrees were awarded in this field until 1937. On October 13, 1936, the Graduate Council voted to approve the request of Dean Benjamin E. Mays of the School of Religion, that the department of religious education be permitted to offer a major in this field, leading to the degree of master of arts under the Graduate Council.²⁹ The first master of arts degrees in religious education were awarded to Anita Turpean Anderson and Alfonso J. Edwards in 1937.

Similar action was taken on October 11, 1935, when the Graduate Council voted to permit the department of bacteriology, preventive medicine and public health to give the degree of master of science. The dean's report for the year 1934-35 stated that "certain departments of the Medical School are interested in offering work leading to the master's degree for holders of the M.D. degree who plan to go on for the degree of Ph.D. in some pre-clinical field." He reported that one student would register for the work in bacteriology and that other departments of the Medical School had expressed the desire to offer similar opportunities to their students.³⁰

Graduate study in Social Work had its origin in 1935.³¹ This work was under the direction of E. Franklin Frazier, head of the department of sociology, and his associates, Ruth M. Jackson and Inabel Burns Lindsay. The curriculum was based upon the minimum standards of the American Association of

²⁸*Minutes of the Meeting of the Graduate Council*, November 6, 1934.

²⁹*Ibid.*, October 13, 1936.

³⁰*Report of the Dean of the Graduate School, 1934-1935*, p. 12.

³¹*Minutes of the Meeting of the Graduate Council*, November 12, 1935; *Howard University Bulletin, Division of Social Work in the Graduate School, 1939-1940*, p. 8.

Schools of Social Work and comprised a two-year program leading to the master of arts degree. Enrollment for the first year included twenty-four students. A special bulletin was issued describing this work during the academic year 1937-1938. The first graduate degree, master of arts in social work, awarded under this program was conferred in 1938 upon Ida B. Kent Alpin, A.B. in education from Howard University, 1929.³²

The two year curriculum was temporarily reduced to a one year curriculum in 1939, and a Certificate in Social Work was approved for award, upon the advice and counsel of the American Association of Schools of Social Work. In 1939, the building formerly occupied by the School of Religion, Johnson Hall, located on the west side of Sixth Street, north of Miner Teachers College, was granted by vote of the Executive Committee of the Board of Trustees to the Division of Social Work in the Graduate School for occupancy as its headquarters. In May, 1940, the American Association of Schools of Social Work accredited the Division of Social Work in the Graduate School as a Type I school.

The enrollment statistics at Howard University show that there has been a relatively continuous increase in the number of students who pursue graduate work from 1920-21 to 1928-29. There was a sharp reduction in 1929-30 but after that there was an increase so that in 1931-32 the enrollment had jumped from 78 in 1930-31 to 194 in 1931-32. In the two years following this there were reductions in enrollment but the organization of the Graduate School as a separate school of the University produced an increase from 167 in 1933-34 to 226 in 1934-35 and 242 in 1935-36. In the following year, 1936-37, the enrollment rose to 284, which was an increase of 42 students or about 18 per cent over the previous year. For the academic year, the first and second semesters, 1937-38, the enrollment was 265, a decline of 19 students as compared with the previous academic year. This number, 265, included only those students who are registered in the Graduate School and are pursuing graduate studies for advanced degrees. The addition of the number of graduate students in the Summer School brings the grand total to 326. This is the largest number en-

³²*Ibid.*, 1940-41, p. 19.

rolled for graduate studies in the history of the University, and it was larger than the number enrolled in any other institution among Negroes.³³

The following table shows this development in detail from the period of the organization of graduate work under the first committee on Graduate Studies.³⁴

<i>Year</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
1920-21	2	2	4
1921-22	0	2	2
1922-23	7	13	20
1923-24	8	5	13
1924-25	6	12	18
1925-26	*	*	25
1926-27	*	*	43
1927-28	*	*	49
1928-29	*	*	88
1929-30	31	21	52
1930-31	33	45	78
1931-32	80	114	194
1932-33	83	87	170
1933-34	69	98	167
1934-35	77	149	226
1935-36	91	151	242
1936-37	110	174	284
1937-38	121	205	326
1938-39	164	243	407**
1939-40	136	262	398**

*Not available.

**Includes enrollment for Summer School.

The number and type of graduate degrees conferred by years are as follows:³⁵

<i>Year</i>	<i>M.A.</i>	<i>M.A. in Social Work</i>	<i>M.S.</i>	<i>Total</i>
1920-21	1	0	0	1
1921-22	0	0	0	0
1922-23	1	0	1	2
1923-24	1	0	2	3
1924-25	1	0	0	1

³³*Annual Report of the Dean of the Graduate School, for the year, 1937-1938*, pp. 7-8.

³⁴*Ibid.*, 1939-40, p. 29.

³⁵*Ibid.*, p. 36.

1925-26	3	0	2	5
1926-27	2	0	0	2
1927-28	4	0	3	7
1928-29	5	0	0	5
1929-30	9	0	4	13
1930-31	6	0	2	8
1931-32	10	0	8	18
1932-33	23	0	11	34
1933-34	19	0	10	29
1934-35	31	0	7	38
1935-36	30	0	13	43
1936-37	24	0	13	37
1937-38	34	1	10	45
1938-39	33	0	9	42
1939-40	31	1	9	41
	268	2	104	374

The distribution of student enrollment by departments from the establishment of the Graduate School in 1934 to 1939-40 is as follows:³⁶

<i>Department</i>	1934-35	1935-36	1936-37	1937-38	1938-39	1939-40	<i>Total</i>
Art*	0	0	0	0	3	4	7
Bacteriology	0	1	2	1	0	1	5
Botany	6	3	4	3	1	0	17
Chemistry	9	11	23	14	21	28	106
Economics	2	4	4	6	8	8	32
Education	92	89	98	120	171	150	720
English	31	24	29	40	38	41	203
German	5	4	6	2	5	3	25
History	19	24	32	45	36	45	201
Home Economics*	0	0	0	0	8	7	15
Mathematics	10	9	8	10	5	5	47
Philosophy	1	3	0	4	3	1	12
Physics	2	4	4	4	7	5	26
Political Science	5	4	5	3	5	3	25
Psychology	22	11	13	14	13	8	81
Religious Education	0	0	3	8	11	5	27
Romance Languages	9	14	11	10	12	17	73
Social Work	0	24	28	22	27	33	134
Sociology	8	7	5	14	19	19	72
Zoology	5	6	9	6	14	15	55
	226	242	284	326	407	398	1,883

*Undergraduate courses pursued by graduate students.

³⁶*Ibid.*, p. 53.

Master's Degrees awarded in 1939 and 1940 by *Departments of Study*:

<i>Department</i>	1939	1940
Chemistry	1	4
Education	8	3
English	10	9
German	1	—
History	8	9
Mathematics	1	2
Philosophy	1	—
Physics	1	—
Political Science	—	2
Psychology	6	—
Religious Education	4	4
Romance Languages	—	3
Sociology	1	1
Social Work	—	1
Zoology	—	3
Totals	42	41

The publication efforts of the Graduate School have included the *Howard University Studies in the Social Sciences*. Volume I of this series was a bound mimeographed book, containing two studies accepted for the master's degree. The first was "Africa and the Rise of Capitalism" by Wilson E. Williams and the second was "Negro Disfranchisement in Virginia," by Robert E. Martin. The Board of Editors consisted of Professor Abram L. Harris, chairman, with Professors Alain Locke, Charles H. Wesley, Emmett E. Dorsey and W. O. Brown as Associate Editors. The hearty reception given the one hundred initial issues of the volume and the requests for other copies led to the issuance of an additional fifty copies.

On recommendation of the dean of the Graduate School, an item of \$700 for "Research and Publication" was added to the budget of the Graduate School. This sum was to be used for the publication in printed form of the studies for 1939-40. The same board of editors was designated for this year.

Volume II contained two studies published under separate titles as Number 1 and 2 of Volume II. Number 1 was "The Collapse of the National Benefit Life Insurance Company" by

James B. Mitchell, M.A., sometime fellow in economics and instructor in commerce and finance, Howard University. This monograph traced the rise and decline of one of the largest life insurance companies organized by Negroes. Although confined to a single company, the study gave insight into the general problems of the business of life insurance among Negroes. Number 2 was "A Comparative Study of Religious Cult Behavior among Negroes," by Raymond J. Jones, M.A., sometime graduate assistant in the humanities, Howard University. This study was a survey of thirteen religious cults based upon personal investigations. The important contribution of this study is that it shows that "the high incidence of this type of religion among Negroes is a function of their background of social experience and their economic conditions rather than any 'inherent religiousness' or any so-called racial trait or character."

The Negro in the Americas was a volume published in 1940 presenting the lectures of the Division of the Social Sciences. There was a large demand for this volume.

Faculty public lectures have been features of the work of the Graduate School. Scholars from various universities have participated in the public presentations and the six Annual Spring Conferences of the Division of the Social Sciences. Continued publication of books, monographs and articles by the faculty have demonstrated the research and scholarly abilities of the members of the Graduate Faculty.

At the October, 1939, meeting of the Board of Trustees, the Graduate faculty was established. This faculty included the president of the University, the dean of the Graduate School, the heads of departments which have been approved for graduate study and the departmental representatives who give graduate instruction. The Graduate Council includes the following:

Mordecai W. Johnson, B.D., S.T.M., D.D., LL.D.; Charles H. Wesley, Ph.D.; Frederick D. Wilkinson, LL.B.; William J. Bauduit, S.M.; Ralph J. Bunche, Ph.D.; Charles E. Burch, Ph.D.; Frank Coleman, S.M.; E. Franklin Frazier, Ph.D.; Abram L. Harris, Ph.D.; Ernest E. Just, Ph.D.; Alain L. Locke, Ph.D.; Benjamin E. Mays, Ph.D.; Charles S. Parker, Ph.D.; Hildrus A. Poindexter, Ph.D.; Judah L.

Shereshefsky, Ph.D.; Valaurez B. Spratlin, D.M.L.; Francis C. Sumner, Ph.D., and Charles H. Thompson, Ph.D.

A committee on the Program and Policy of the Graduate School, acting in consultation with the dean and the Graduate Council approved in 1939 the following concrete aims of the Graduate School:

1. Programs of instruction and research leading to the master's degree, which will prepare our graduates to teach in colleges and universities and public schools, mixed as well as separate.

2. Programs of instruction and research preparing specialists in the various fields of scholarly interest.

3. Support and encouragement of research facilities and projects for the development of our students for the above program.

4. Although it is the aim of the Graduate School eventually to offer work leading to the degree of doctor of philosophy, for the present the aim should be to prepare students who will go to other universities to work for the degree of doctor of philosophy.

XV. *Education*

When on May 1, 1867, Howard University opened its doors for classroom instruction, it was the Normal Department which opened. For thirty-three years, that department had a checkered career. Theoretically a three-year course, it was, at first, unclassified, and later reduced to a two-year course. At one time supported by the Industrial Department and known as the Normal and Industrial Department, it later was compelled to move out of its building, known as the Normal Building, and to permit this same building to become the Industrial Building, known later as Spaulding Hall. The trades had become more attractive than pedagogy. In 1889, the Trustees began to reorganize the Normal Department.¹ Ten years later, on May 31, 1899, it was divided into the English Department of elementary and secondary standing and the Department of Pedagogy of collegiate grade. In fact, two years later, in 1901, the Department of Pedagogy became the Teachers College. By absorbing the Manual Arts Department and Music in 1905, the Teachers College gained two schools in which its students in the professional courses could practice. These courses remained under the supervision of the Teachers College for eight years. In 1913, Music and Manual Arts emerged and were organized as departments of collegiate grade. Meanwhile, in 1907, the Teachers College and the College of Arts and Sciences had been combined into the School of Liberal Arts. This combination was dissolved in 1919. Teachers College then became a two-year course again—the School of Education.² When the Junior College which was established in 1919 was abolished in 1925, the Teachers College regained its first two years and again became a four-year course. It also received a new name—the College of Education.³ Nine

¹*M of B*, January 15, 1889.

²*Ibid.*, May 31, 1899; *Report of President of Howard University*, July 15, 1900; *Ibid.*, July 1, 1902; *Ibid.*, June 30, 1910; *M of B*, May 28, 1895.

³Ione A. Howard—"Meeting of the Board of Trustees, February 7, 1919," *Howard University Record*, February, 1919, XIII, No. 2, pp. 75-77; *Report of President Durkee*, 1925.

years later, however, this name disappeared from the records. For the College of Education was then reduced to a department of study in the School of Liberal Arts.⁴

SUPPORT AND CONTROL

For several years, the American Missionary Association, the Bureau of Refugees, Freedmen and Abandoned Land, and the Trustees of the University supported and controlled the Normal Department. The American Missionary Association nominated and paid the principal, the Bureau furnished the building, and the Trustees nominated and paid the assistant teacher. About 1870, the Trustees decided to take full control and alone support the undertaking.⁵

But the panic of 1873 compelled them to invite the Trustees of the Miner fund to join in the work. This fund was being used for a similar, but less successful, school in the city. From 1873 to 1876, these two organizations supported and controlled the Normal Department of the University. The Trustees of the fund nominated and paid the teacher; the University furnished the building.⁶ A new building was erected in 1872—Spaulding Hall of today. When this Fund was withdrawn in 1876, to be used in the erection of a building for a Normal School in the city, the Trustees of the University again took full control, and have continued to control and support the work with the help of an appropriation by the Federal government.⁷ Since 1899, a Federal appropriation has been made annually for Normal work.⁸

CURRICULUM

The following course of study was published during the fall of 1867:

FIRST YEAR

Arithmetic (Stoddard's); Algebra (Robinson's University Edition); English Grammar (Kerl's), with analysis; Physical Geography (Guyot's); Geom-

⁴*General Catalogue*, 1933-1934, p. 187.

⁵*M of B*, July 26, 1867.

⁶*Report of President of Howard University*, 1873; Patton, *op. cit.*, p. 31; *M of B*, February 4, 1873.

⁷*M of B*, October 12, 1868, *et passim* to March 5, 1878.

⁸*M of B*, May 31, 1899.

etry (Loomis'), commenced; Roman History (Sewell's); Book-keeping; Etymology, Prefixes and Suffixes; Natural Philosophy (Loomis').

SECOND YEAR

Geometry finished; English literature (Shaw's); Constitution of the United States (Alden's); Rhetoric (Day's); Botany (Gray's); Trigonometry with applications to mensuration of heights and distances; Navigation and Surveying (Loomis'); Physiology (Hooker's); Vocal Music.

THIRD YEAR

Logic (Whately's); Chemistry (Porter's); Astronomy (Loomis'); Natural Theology (Paley's); Mineralogy and Geology (Hitchcock and Dana); Mental Science (Hickock's); Political Economy (Parry's); Butler's Analogy, and Theory and Practice of Teaching; Bible Lessons—weekly throughout the Course.⁹

Many subjects in this course were no doubt suggested by the course of study of the Connecticut Normal School, New Briton, Connecticut.¹⁰

Notwithstanding the high grade of work indicated by this program, nevertheless, for thirty years, the Normal Department was at best equivalent to a two-year high school, based upon an elementary course of four years. In 1874, the Department included the Normal course proper which embraced the "junior and senior classes"; a model school, which included the "A, B, and C classes, and an unclassified, or D class."¹¹

At that time the instructors of the Normal Department were united in their endeavors to raise the standard of scholarship, and to make it indeed a "Model Normal School." To this end, the principal and teachers respectfully asked the Board of Trustees to approve of the following propositions:

1st, That every candidate for admission to the Model School must be no less than twelve (12) years of age, and be required to pass a creditable examination in arithmetic (to long division inclusive), in Reading, in elementary Geography, and in Spelling common words of two syllables.

2nd, That the Normal Course shall comprise three full years of study—instead of two, the present arrangement.

3rd, That candidates for admission to the Normal Course—for the first year—must pass creditable examinations in Reading, Writing, Spelling, Men-

⁹Report of The Committee on Course of Study, September, 1867.

¹⁰Connecticut Normal School—Course of Study, 1850, *Howard University Studies in History*, May, 1925, No. 6, Document 2.

¹¹Report of the Dean, 1874.

tal and Written Arithmetic (to simple interest, inclusive), English Grammar, and Geography, with map drawing.

4th, That there be no class of lower grade than the "C" class—the lowest in the Model School.

5th, But, if the Trustees think best to continue such a class—and there are fair arguments in behalf of its continuance; it is proposed that another teacher be added to our list. (We suggest that ability to teach vocal music to young classes be among the requirements for such teachers.)

6th, It is proposed to change, somewhat, the program of Studies for the Normal Course, but we shall not be prepared to present the proposed plan in full until after the examinations of the terms.¹²

It was the earnest desire of the faculty that the "institution should be so obviously thorough and complete in its course of study, discipline and all its arrangements, as to gain . . . an undisputed reputation in this respect, when an increasing and better patronage would be the natural result . . . There is no reason," the teachers concluded, "why we should not command the confidence, and secure the patronage of the city, white as well as colored. When this shall be the best school in the city, as it is in our power to make it the most moral, orderly, and best governed, the prejudice of race," they were sure, "will soon be forgotten, and we might demonstrate to the world the Bible proposition—"God is no respecter of the persons of men," either in moral or intellectual capacity."¹³

From 1874 to the turn of the century, however, the Normal course continued in general as it was at that time. It was, however, increased to a three-year course, and the Model School was abolished.¹⁴ Two elementary grades, only, the "A" and "B" classes, were retained as feeders. During that quarter of a century, drawing, penmanship, bookkeeping, and music, which were set adrift when the Departments of Commerce, Music, Agriculture, and Industry were discontinued during the panic, were added to the curriculum of the Normal, and two new subjects were introduced—typewriting, about 1885, and phonography, 1892.¹⁵ By 1900, the Normal Department was in fact equivalent to a three-year high school based upon two elementary grades, "A" and "B."¹⁶

¹²*Report of the Dean, Normal Department*, June 17, 1874.

¹³*Ibid.*

¹⁴*General Catalogue*, March, 1898-March, 1899, p. 10.

¹⁵*Ibid.*, March, 1892-March, 1893, p. 9; March, 1886-March, 1887, p. 21.

¹⁶*Ibid.*, March, 1898-March, 1899, p. 10.

But with the beginning of the new century, a new Normal school was opened at the University. The "old Normal" was completely reorganized; it was in fact abolished. The new Normal was a "Professional School" on a par with "Medicine, Law, and Theology."¹⁷ For a few years pedagogy was emphasized. The degrees of Ph.B. and Pd.B. were granted. Certificates were granted for shorter courses. During 1901, the name was changed to the Teachers College.¹⁸ That name was significant. With the college idea in mind, there began the development of a four-year college course. Emphasis soon began to be placed upon content-subjects, to the exclusion of method and professional courses. By 1907, the degree of bachelor of arts was granted.¹⁹ When the School of Education was abolished in 1934, it was devoting three-fourths of its time to content subjects.²⁰ It had, however, in the meanwhile, added to its course, kindergarten 1900, and Manual Arts, 1905, and had later abolished both.²¹ Its connection with the College of Arts and Sciences in the School of Liberal Arts for a few years did not materially change its curriculum. Since 1934, all courses in education at the University have been organized as a department of study in the College of Liberal Arts.²²

The enrollment of the Normal Department was, with the exception of a few years, always relatively large. This was due primarily to the fact that the Department always embraced three courses of study; an elementary, a secondary, and a collegiate. For the first thirty years, it embraced in addition to these courses four or five of the elementary grades, permitting students to enter between nine and thirty-eight years of age.

In 1888, President Patton said:

The yearly number in attendance . . . has varied more in appearance than in reality. Beginning with a few it was reported, after several years, as about six hundred. But this statement unexplained would mislead. It included a multitude of very young children in a Model School, others in a temporary evening commercial school down in the city. It covered a period when there was no competing colored high school in Washington, when the

¹⁷*Report of the President*, July 1, 1903.

¹⁸*General Catalogue*, March, 1901-March, 1902, p. 9.

¹⁹*Report of the President*, June 30, 1908.

²⁰*General Catalogue*, 1933-1934, p. 187.

²¹*Ibid.*, March, 1900-March, 1901, p. 9; *Ibid.*, 1904-1905, pp. 67-74.

²²*Ibid.*, 1933-1934, p. 187.

HOWARD UNIVERSITY

DEGREES, CERTIFICATES AND DIPLOMAS CONFERRED, 1900-1933

Year ending June 30	No. in Grad- uation Class	Certificates and Diploma			A.B. Degree and Teachers Diploma			Ph.B. Degree			Pd. B. Degree			B.S. Degree			A.M. Degree			Total
		Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	
1900	18	18	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1901	23	21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1902	22	14	-	-	-	-	-	3	1	2	2	1	1	5	-	-	-	-	-	-
1903	17	11	-	-	-	-	-	1	1	1	3	3	2	5	-	-	-	-	-	-
1904	18	17	-	-	-	-	-	1	1	1	-	-	-	-	-	-	-	-	-	-
1905	15	11	-	-	-	-	-	3	2	1	1	1	-	1	-	-	-	-	-	-
1906	13	8	-	-	-	-	-	5	-	1	-	-	-	-	-	-	-	-	-	-
1907	10	8	-	-	-	-	-	2	-	1	-	-	-	-	-	-	-	-	-	-
1908	13	5	2	2	4	-	-	2	4	-	-	-	-	4	-	-	-	-	-	-
1909	18	11	-	3	3	-	-	-	1	3	4	1	3	4	-	-	-	-	-	-
1910	11	4	4	2	6	-	-	-	-	1	1	2	1	1	-	-	-	-	-	-
1911	22	8	5	4	9	-	-	-	-	3	5	2	3	5	-	-	-	-	-	-
1912	26	13	4	6	10	-	-	-	-	-	-	-	-	-	-	-	1	2	3	-
1913	36	12	7	15	22	-	-	-	-	-	2	2	-	2	-	-	-	-	-	-
1914	36	14	8	11	19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1915	41	12	14	9	23	-	-	-	-	-	-	-	-	-	1	5	6	-	-	-
1916	44	16	8	9	17	-	-	-	-	-	-	-	-	-	3	8	11	-	-	-

DEGREES, CERTIFICATES AND DIPLOMAS CONFERRED, 1900-1933—Continued

EDUCATION

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Year ending June 30	No in Grad- uation Class	Certificates and Diploma			A.B. Degree and Teachers Diploma			Ph.B. Degree			Pd.B. Degree			B.S. Degree			A.M. Degree		
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1917	36	15	3	9	12	3	9	-	-	-	-	-	-	9	6	3	-	-	-
1918	25	4	2	5	7	2	5	-	-	-	-	-	-	14	4	10	-	-	-
1919	19	2	0	7	7	0	7	-	-	-	-	-	-	9	1	8	1	0	1
1920	20	-	2	8	10	2	8	-	-	-	-	-	-	9	5	4	0	1	1
1921	8	-	0	5	5	0	5	-	-	-	-	-	-	3	0	3	-	-	-
1922	11	-	1	6	7	1	6	-	-	-	-	-	-	2	0	2	2	0	2
1923	18	-	2	10	12	2	10	-	-	-	-	-	-	5	1	4	0	1	1
1924	26	-	2	20	22	2	20	-	-	-	-	-	-	3	1	2	0	1	1
1925	27	-	3	17	20	3	17	-	-	-	-	-	-	4	1	3	0	1	1
1926	41	-	7	25	32	7	25	-	-	-	-	-	-	7	2	5	1	1	2
1927	55	-	8	36	44	8	36	-	-	-	-	-	-	8	2	6	1	2	3
1928	65	-	11	46	57	11	46	-	-	-	-	-	-	8	2	6	1	2	3
1929	107	-	10	76	86	10	76	-	-	-	-	-	-	5	5	3	2	1	3
1930	103	-	16	63	79	16	63	-	-	-	-	-	-	16	3	11	2	3	5
1931	112	-	19	66	85	19	66	-	-	-	-	-	-	15	7	12	2	7	9
1932	141	-	18	93	111	18	93	-	-	-	-	-	-	21	4	17	2	4	6
1933	143	-	21	73	94	21	73	-	-	-	-	-	-	20	4	16	5	5	10
														26	4	22	14	9	23

clerks of the Freedmen's Bureau were largely enrolled as Normal students, and when attendance was profusely stimulated by aid furnished to students from borrowed money, a single loan of \$10,000 having been authorized for this purpose, on one occasion. When the financial embarrassments came, students fell off rapidly till just before the accession of President Patton, the number had declined to 169. Since then it has rapidly risen notwithstanding the dropping entirely of the Commercial School, Model School and of Classes "C" and "D" of the Normal Department, as of too low a grade, till it has ranged annually from 400 to 500, slightly exceeding the number one year. In 1888-89, the number was 360.²³

During the period from 1905 to 1913, the Teachers College included a practice school, a kindergarten, manual arts, music, and an unclassified group. During this period the enrollment grew rapidly. In 1906 it was 203 as compared with an enrollment of 62 for the same year in the College of Arts and Sciences.²⁴ From 1919 to 1926 the School of Education was a two-year college course, and during that period its enrollment was relatively small.²⁵ From 1926 to 1934, by emphasizing the content-courses, the College of Education attracted large numbers of students. To teach in many of the states, one had to present a certificate from a Normal Department or Normal School or Normal course. Since both content-courses and method-courses could be pursued in the College of Education, many entered during these years.²⁶

²³Patton, *op. cit.*, pp. 47-48.

²⁴*General Catalogue*, 1905-1906, pp. 92-97.

²⁵*Ibid.*, 1919 to 1926.

²⁶*Ibid.*, 1926-1934.

XVI. Religion

Howard University in the beginning was primarily a social center. Many similar centers were established in and around the District of Columbia during and after the Civil War. The Soldiers' Free Library, located on Fifth Street near E Street, N.W.; Wisewell Barracks, on Seventh Street near O Street, N.W.; Camp Barker, on R Street near Thirteenth Street, N.W.; Kendall Green, in Northeast Washington; the Orphans' Asylum on Eighth Street extended, i.e., Eighth and Barry Streets today; Arlington Farm, Virginia; and Campbell Hospital, located between Georgia and Florida Avenues, N.W., extending back to Second and W Streets, were typical of these centers. While the chief aim of each of these centers was to feed, to heal, and to clothe the needy, each conducted some educational work. After the war, one by one they were closed. About 1863, the Freedmen's Bureau collected the work of several into a building which it had erected at Eleventh and R Streets, N.W. This center at Eleventh and R Streets, N.W., known at first as Colfax Mission, later as Lincoln Mission, was compelled to discontinue its educational work. The public schools of Washington, D. C., took over the most of it.¹

Howard University, however, met the competition offered by the public schools of Washington by raising its standard first to a high school then to a collegiate level, and by granting free tuition. Prior to 1880, Howard University was in fact but a first class high school. By that time Lincoln Mission had evolved into the Lincoln Memorial Congregational Church of today.² But the Theological Department of Howard University did not cease to be, primarily, a social center for many years to come.

As such a center it was the result of a unique social move-

¹*Annual Reports of the Assistant Commissioner of the Bureau of Refugees, Freedmen and Abandoned Lands for the District of Columbia, West Virginia, Maryland and Delaware, 1866-1868; The Walt Whitman, Specimen Days and Collect, p. 30, et passim.*

²*Minutes of the Lincoln Memorial Congregational Church in possession of the Clerk of the Church.*

ment. About the middle of the nineteenth century, a movement from England, known as Christian Socialism, began to spread in the United States. As the result of this movement, the first Y.M.C.A. in the United States was established; the Hanover House in Boston and the Henry Street Settlement in New York City were opened. In 1852, the first Y.M.C.A. in Washington, D. C., was organized. Among the men who established the Y.M.C.A. in Washington were some of the men who organized Howard University. O. O. Howard was at one time president of both.³

Frank P. Woodbury, who with Eliphalet Whittlesey planned the course of study of the Theological Department of Howard University, said:

I have thus sketched briefly a few suggestions towards the organization of this department. On glancing over this paper, I find a continued recurrence of the word "practical" in those thoughts given to the present work of the department. That word is the key-note in all I urged about present plans and their execution. I think the practical demands of ministerial work must be the central condition in your beginning instruction. I studied at two of the most famous seminaries in the land for four years, and never had a word of instruction on some of the most important branches of pulpit and pastoral work. In neither seminary *not one word* of advice was given about the prayer-meeting, not one word about the Sunday School, not a syllable about developing and methodizing the Christian activities of the church members. As for our great social and moral reforms, the current of religious activity and progress in our day, the organization and working of such bodies as your Young Men's Christian Association and other benevolent and religious societies, we should have heard as much about them if we had been listening to the monkish drone of some Coptic convent a thousand years ago as we did in these training schools for the American ministry of today. I speak the absolute fact when I say (except in a single case for side-illustration) there was no professional instruction on one of these topics at New York or Andover within my hearing.⁴

So anxious were the founders of this Department to make the course practical that they proposed to incorporate in the theological course "a chair of Hygiene and Physiology" and a chair "of Rhetoric and Literature." They felt that the preacher might administer to the body of the patient while praying at his bedside for his soul, if he knew something of physiology and

³*Records of the Y.M.C.A.*, Washington, D. C. First meeting in 1852.

⁴Frank P. Woodbury to John A. Cole, August 24, 1870—a letter. (In Manuscripts of Howard University.)

hygiene. The course in rhetoric was introduced in order to prepare the preacher to write letters for the illiterate members of his congregation. It was due probably to the fact that a Medical Department and a Normal Department were opened before the Theological Department was started that these two chairs were never established.⁵

The beginning of the Theological Department was simple. It was said:

About twenty ministers accepted the invitation and the class met one or two evenings each week during the winter. A text, a parable, a Psalm, or some passage of Scripture was read, explained and discussed, and some hints given as to forming a simple plan for a sermon. Hearing me quote some words from the original, the ambition seized the whole class to learn Greek. As they could barely read English, I tried to dissuade them explaining the great labor it would cost to learn a new language, but they persisted, so the Greek alphabet was written on the blackboard and a copy of First Lessons in Greek presented to each member of the class. They wrestled with the task for a few weeks, but I think no one succeeded in reaching Omega. The movement thus humbly begun excited some interest in the University, the President, General Howard, sometimes attending and taking part in the exercises of the class.⁶

For years that was the curriculum. As late as 1919 President Durkee said:

The primary purpose of the school of religion has been from the beginning to prepare men for the active pastorate. To this end Howard for years has been noted for its thorough training in the English Bible and for its discipline in sermon preparation.⁷

No doubt the faculty was wise in not attempting a more serious course of study. The preparation of the applicants was so poor. Said the dean in 1873:

Our students differ more in the amount of their previous preparation than in native capacity. It is with some difficulty that they are classified. We have, however, what may properly be termed a middle and a junior class. In both classes there are some who take only English studies.

Respecting these students poorly fitted: We have received a few such; and

⁵*Report of Dean of Medical Department, 1870; M of B, November 20, 1866; Ibid., June 25, 1867; Ibid., December 20, 1867; Ibid., September 21, 1869; Ibid., September 21, 1870; Ibid., September 29, 1870; Ibid., May 17, 1871; Ibid., June 14, 1871; Ibid., June 1, 1880.*

⁶John Louis Ewell, *A History of the Theological Department* (1906), pp. 8-11.

⁷*Annual Report of President Durkee, 1919.*

think that by so doing we have but pursued one purpose, for which the department was organized, and for which it will be greatly needed for some years to come.

The dilemma was to receive them as they are or let them continue to preach as they are. I answer, receive them.⁸

As the years passed, the applicants, it seems, were more poorly prepared. In 1889 Dean Craighead reported to the Trustees that as a whole the students in the Theological Department were "not as regular in attendance" nor as successful in their studies. More of them solicit aid than they did in the past. In addition Dean Craighead deplored the fact that, during the past eleven years, of the 173 students in the Theological Department only 3 were graduates of the University, 8 from the Preparatory Department, none from the regular classes of the Normal Department, and but 11 from its lower classes, and, in all, only 23 who had previously studied in the University.⁹

Some years later, about 1904, Dean Clark said:

Let it be confessed that the Department has not stood for highest scholarship and this of necessity, for, as a rule, those who have come to the Department have come without the scholarship which a college course might give them—many of them without the attainments of a preparatory course. So coming in they could not go out accomplished scholars.¹⁰

Although not primarily a school, the Theological Department was, nevertheless, "an ornament and most useful branch" of the institution. By this statement Howard probably meant what Dean Reeve meant when he reported to the Trustees in 1872 that:

Knowing the Theological Department is not a "paying" department financially, I should be more reluctant to ask for assistance did I not believe—1st, that what is needed can be had without increasing expenses; and, 2nd, that giving more attention to the training of men to preach the Gospel, will pay a thousand-fold, by calling down God's blessing on the whole University, and gathering to it the interest and aid of many of his stewards who otherwise would take no interest in it.¹¹

⁸*Annual Report of Dean Reeve, 1873; See Report of President, 1873, pp. 10-11.*

⁹Dean J. G. Craighead, "History of his Deanship," May, 1890.—In Ewell's *A History of the Theological Department*, pp. 25-27.

¹⁰Dean Isaac Clark, *Addresses Delivered at the Inauguration of the Rev. John Gordon, D.D., 1904*, p. 4.

¹¹*Report of Dean Reeve to the Trustees, 1872, November 20.*

Indeed it is a fact that for many years from the beginning, individual contributions were made most often to the Theological Department. The salaries of many of the officers of the other departments of the University were sometimes charged to the theological budget. The salary of President Patton in 1877 was charged to that budget; the salary of Lorenzo P. Westcott, the professor of mathematics, was, in 1872, charged to the theological budget.¹² Many students entered this Department technically, but pursued their studies in another department and received aid from the theological budget. So many gifts were received by the Theological Department and so few by the other departments, especially by the College Department, that the faculty of the College deplored the fact that very little attention was given to pure scholarship in the University.¹³

While in the opinion of many, the Theological Department did not aim at scholarship, it was useful in other ways and probably most useful as a source of inspiration. To understand this function of this Department of Howard University it is necessary to appreciate clearly the part played by the early preachers of the Negro race. Immediately after the Civil War the self-made preachers of the Negro race gallantly rushed forward and threw themselves as it were into the front-line trenches to hold back the enemies of the newly emancipated freedmen. Bravely and unselfishly they held the trenches until the newly established schools could prepare recruits in the capacity of trained teachers, doctors, lawyers, skilled mechanics, and trained preachers. To these preachers, in the front-line trenches, the Theological Department felt that it should in the meanwhile send inspiration. To that end convocations, and alumni meetings were established. The Theological course was primarily an extension course.¹⁴

In the beginning, therefore, the exercises of the Department were held sometimes on the campus, sometimes in a deserted barracks, and sometimes in a professor's home. Later many

¹²Patton, *op. cit.*, p. 35.

¹³J. M. Gregory, "An Address before the Alumni," 1874.

¹⁴*Minutes of the Faculty of the Theological Department*, December 31, 1917.

were taught through correspondence.¹⁵ Always the student body was primarily made up of preachers in active service. And wherever the classes were held, the exercises were a source of inspiration. Said the dean in 1873:

Our class prayer meetings have often been Pentecostal seasons, when each has heard all others speaking his own language, viz., that of the Spirit, which lifts above denominational barriers. For the present and for years to come this feature of the department, faithfully carried out will enable it to do great good by showing that brethren can dwell together in unity; and by sending out men who, if not learned in those technicalities which have too often ministered to strife and debate, will have learned through association here much of that "charity which is not easily provoked, rejoiceth in the truth, hopeth all things, and never faileth."¹⁶

So inspired were the students of this Department that many continued their education after graduation. Many graduates of the Theological Department enrolled in the undergraduate departments of the University. This practice seemed to many of the alumni of the Theological Department to be a reflection upon the standard of the theological course. At the request of the alumni in 1894, the faculty of the Department voted in 1900:

That any of the graduating class who propose to take undergraduate studies subsequently in the University shall not receive their graduation papers until they have finished such studies.¹⁷

Ten years later, a post-graduate course was offered both in the day and evening for this class of students.¹⁸

In 1917, the faculty of the Theological Department, realizing that the correspondence course which was begun in 1909 was not reaching a large group of people, instituted an annual Convocation, and three years later, established an annual Ministerial Institute at Kingston, North Carolina.¹⁹

The Convocation received its initial impetus from Dean David Butler Pratt, who was appointed dean in 1917. The first Convocation was called "The Howard Convocation for Christian Pastors and Workers." The general theme was "Ef-

¹⁵*Ibid.*, November 15, 1910.

¹⁶*Report of Dean Reeves*, 1873.

¹⁷Ewell, *op. cit.*, p. 34.

¹⁸*Minutes of the Faculty of the Theological Department*, 1910, *passim*.

¹⁹*Ibid.*, 1919, *passim*.

fective Christianity in the Present Crisis." The meeting convened Wednesday, Thursday and Friday, March 20, 21 and 22, in 1918. The day sessions were held in Andrew Rankin Memorial Chapel, and evening sessions in Library Hall. President Stephen M. Newman presided. The address of welcome was given by Dean Pratt. A special feature of the meeting was the address given by ex-Chief Justice Stanton J. Peelle, the subject being, "The World War; Its Causes and Results."

The following list will indicate the themes of the Convocations which followed:

The Convocation—March 20-22, 1918

Theme: "Effective Christianity in the Present Crisis."

February 18-20, 1919

Theme: "Church Leadership in Social Readjustment."

March 23-25, 1920

Theme: "Christian Solutions for Pressing Problems."

February 22-24, 1921

Theme: "Brotherhood—The Gospel for Today."

November 15-17, 1921

Theme: "Next Steps Toward Racial Cooperation."

February 13-15, 1923

Theme: "Religious Education."

November 20-22, 1923

Theme: "How can Christianity Be Made Vital in the Life of Today."

October 28-30, 1924

Theme: "The Christian Ministry."

November 3-5, 1925

Theme: "The Christian Church-Humanity's Hope."

November 9-11, 1926

Theme: "The Church in Relation to the Community."

November 1-3, 1926

Theme: "Evangelism, Religious Education, International Goodwill."

November 13-15, 1928

Theme: "Prayer, Worship, Mental Health."

November 12-14, 1929

Theme: "The World Brotherhood."

November 11-13, 1930

Theme: "The Outlook for Missions"; "Religion and Mental Health";
"The Function of Prayer and Praise in Worship."

November 17-19, 1931

Theme: There was no formal announcement of a theme; however, an important phase of the meeting was the conference on Negro Theological Seminaries.

November 15-17, 1932

Theme: "The Adaptation of the Minister's Message to Present Day Needs, approved Methods of Helping the Distressed, and the Appeal of the World Situations to the Christian Church."

November 14-16, 1933

Theme: "How can the Church promote Social Welfare through International Goodwill, Training of Youth, Ministry of Music, Social Justice, Ministry of Literature."²⁰

November 6, 7, 8, 1934

Theme: "The Contribution of the Church to Social Reconstruction."

November 12, 13, 14, 1935

Theme: "Christian Leadership and Social Reconstruction."

November 10, 11, 12, 1936

Theme: No theme was published.

November 9, 10, 11, 1937

Theme: "The Religious Meaning of Life."

November 8, 9, 10, 1938

Theme: "As I See Religion."

November 14, 15, 16, 1939

Theme: "The Christian Doctrine of Man."

November 12, 13, 14, 1940

Theme: "The Christian Ethic and the Present World Crisis."

The School of Religion has from the first meeting of the Convocation acted as host. During the first years of the Convocation the funds were solicited from the friends of the School by Dean Pratt. The School always paid the expenses of the invited speakers at each Convocation. Later, a specific item in the budget of the School of Religion provided for the Convocation was approved by the Trustees of the University.²¹

The Ministerial Institute at Kingston, North Carolina, was begun about 1920. Realizing the inadequacy of the training of Negro ministers in general and especially the lack of training of that vast majority in the South, a group of ministers in Washington, D. C., decided that some training should be made available for these ministers. This group was headed by Dean Pratt. Associated with him were Charles R. Brown, dean of the Yale Divinity School, Sterling Brown, and Ezra A. Cook, both of the faculty of the Theological Department of Howard University.²²

For two or three weeks the Institute discussed methods of

²⁰*Ibid.*, 1917-1934, *passim*.

²¹*Ibid.*, *passim*.

²²*Ibid.*, *passim*.

preaching, essentials of pastoral duties, and the basic principles of psychology and philosophy. The average attendance at these Institutes was over 200. Not only did the Negro ministers of North Carolina attend but also white ministers gladly took advantage of these opportunities and came in large numbers.

These annual Convocations at the University and these annual Institutes at Kingston may have been the outcome of the annual alumni conferences which were held by the Alumni Association of the Theological Department as early as 1899. The Alumni Association was at that time nine years old.²³

On May 23, 1890, a few graduates of the Theological Department had met at the Church of the Redeemer, Eighth Street near Grant Avenue (now Barry Place, N.W.) to consider the matter of organizing a "Theological organization" with the following officers:

Reverend J. W. Robinson, President
Reverend D. E. Wiseman, Secretary
Reverend J. B. Oliver, Treasurer

A few days later a permanent organization was effected, known as "The Theological Alumni Association of Howard University." The following officers were elected:

Reverend S. J. R. Nelson, President
Reverend D. E. Wiseman, Secretary
Reverend T. S. Robinson, Treasurer.²⁴

Since the Theological Department was practically unclassified, the alumni of the Department received different degrees upon graduation. It was decided in 1905 to grant four evidences of graduation: To those who took the full course in Greek and Hebrew scripture, if in the possession of a bachelor of arts degree, the degree of bachelor of divinity was granted; to those who entered the Department with a preparation equivalent to a high school education, a diploma was granted; to those who completed the English day course, a certificate was given; while to those who finished the evening course, a certificate qualified with the word "limited" was granted.²⁵

²³Alumni Association Organized May 23, 1890, and May 26, 1891.

²⁴*Minutes* of the Alumni Association of the Theological Department (See Secretary of the Alumni Association).

²⁵Ewell, *op. cit.*, p. 36.

Many have finished from the Theological Department, too many to be listed here. It is interesting to know that the following women are among the alumni:

NAMES OF WOMEN GRADUATES OF THE SCHOOL OF
RELIGION—1870-1940

*Anderson, Anita, 1937	M.A.
Berry, Mabel L., 1926	Th.B.
Brannon, Rena A., 1940	M.A.
Carter, Elnora, 1915	Diploma
Conrad, Bell J., 1921	B.D.
Ewell, Albertha E., 1933	Th.B.
Greenleaf, Mildred E., 1933	Th.B.
Haven, Ruth, 1910	Certificate
Holmes, Inez W., 1933	Th.B.
Jones, Letitia Octavia, 1936	Th.B.
Richards, Mary E., 1933	Th.B.
Taylor, Ida M., 1929	Certificate

*Degree was conferred by the Graduate School.

WOMEN WHO HAVE ATTENDED THE SCHOOL OF RELIGION,
BUT WHO DID NOT RECEIVE DEGREE

Bailey, Nora	1932-1933
Board, Eva	1932-1933
Bolden, Mary	1909-1910
Burrill, Jenett	1892-1893
Eells, Martha H.	1939-1940
Gassaway, Cora M.	1931-1932
Gowens, Modena	1931-1932
Granton, Esther	1931-1932
Greene, Albertha	1928-1929
Henley, Emma	1913-1914
Jones, Marion	1889-1890
Justiss, Valerie	1932-1935
Lomack, Bertha	1922
Manzo, Annie	1906-1907
Smith, Mrs. S. R.	1931-1932
Stanmore, Beverlee	1931-1932
Sullivan, Macy F.	1924-1925
Taylor, Lu Sybil	1936-1937
West, Susie	1895 ²⁶

²⁶Ewell, *op. cit.*, p. 36.

The support of the Theological Department has come from various sources. In 1870 Howard said:

I have corresponded with all the different Theological Boards I could find asking if they wished to establish and endow a chair here, and there was but one favorable response which I have named.²⁷

The American Missionary Association was the only Board to respond favorably, and through the years this Association has been the main private financial support of the Theological Department. From time to time the Presbytery of Washington, D. C., either in cooperation with the American Missionary Association or alone, has supported the Department. The Stone Foundation (1881) of \$40,000 and the George W. Toland Foundation (1879) of \$8,000 were administered in the interest of the Theological Department by the American Missionary Association and the Presbytery, respectively. In 1899 the Martha B. Pomeroy legacy of \$2,500 was received by the Department for a scholarship. In 1883, the William E. Dodge fund of \$5,000 was received by the Department for student aid.²⁸

During 1889 President Patton persuaded the Episcopal Church to establish a school on the campus known as King Hall. All academic work was pursued in the University classes while the theological subjects were taught by the Rector of the Hall. This school was abolished in 1908.²⁹

In addition to these sources of income for the support of the Theological Department much financial support came from the general University funds. Prior to 1873, the Trustees from time to time appropriated portions of their general funds for the Theological Department. But never did any portion of the Federal appropriation go directly to the support of this work.³⁰ While the financial support came primarily from the sources mentioned above, it must not be overlooked that the faculty of the Theological Department in addition to contribut-

²⁷O. O. Howard—a letter which was sent in fall of 1869.

²⁸Ewell, *op. cit.*, pp. 17-18, 37, 40; Patton, *op. cit.*

²⁹Patton, *op. cit.*; Ewell, *op. cit.*

³⁰James F. Byrnes, *Congressional Record*—House, March 13, 1924, p. 4096.

ing its mite, financially, worked either without pay or for a small salary throughout the history of the School.³¹

In the control of the Theological Department the American Missionary Association, the Presbytery of Washington, D. C., and the Board of Trustees of Howard University worked harmoniously.³²

The fundamental difference between the Theological Department of the past and the new School of Religion today is four-fold. The School of Religion established in 1932 has a better prepared faculty, a better prepared body of students, a richer curriculum and better library facilities. To be sure the old Theological Department had books. It is said in a *Report* of the librarian that there were 1909 volumes in the theological library. Nevertheless the Department had no library. There were simply piles of books here and there. The School of Religion at present has a library and each year the appropriation for books has grown. In 1934-1935 \$100 was appropriated for books; in 1935-1936, \$600; in 1936-1937, \$798; and since 1938, \$800 annually.³³ The library occupies the center in the north wing of Carnegie Hall, the present home* of the School of Religion, and consists of a well lighted reading room with adequate reference space, work room for assistants, and four levels of stacks. Through gifts, bequests, and purchases, the book collection has grown to approximately 47,000 volumes. Thirty-nine thousand of this number were added by purchase in 1939 from the Auburn Theological Seminary, which had merged with Union Theological Seminary. Mabel A. Madden, A.B., M.A., Howard University, and B.L.S., Columbia University, is the librarian and is assisted by several students.³⁴

The curriculum of the School of Religion has been raised above that of the old Theological Department. The entrance requirement is a B.S. or B.A. degree from a recognized college or university. The college graduates enrolled in the School

³¹*Reports of the Dean of the School of Religion, passim.*

³²Ewell, *op. cit.*, pp. 24, 28, 35.

³³*Records of the School of Religion, 1934-1939; Ewell, op. cit.*, pp. 26-27.

*For years the Department met in the Main Building, later it moved to J. B. Johnson's former home on the campus, from there it moved to its present location.

³⁴Information furnished by Dean Nelson.

of Religion from 1933 to 1936 and the schools from which they graduated were as follows:

Graduates of Howard University

1. Anderson, Anita Turpeau, A.B.	1925	
2. Barnes, Kenneth Pearl, S.B.	1926	B.D. 1934
3. Butcher, Charles Simpson, A.B.	1930	
4. Cheyney, William E., A.B.	1933	
5. Davis, George J., S.B.	1923	
6. Goodwin, Kelly O. P., A.B.	1935	
7. Harris, John Henry, A.B.	1933	
8. Holmes, Joseph P., Th.B.	1932	A.B. 1936
9. Johnson, Ralph Edward, A.B.	1925	B.D. 1925
10. Lashley, Milton L., A.B.	1933	B.D. 1936
11. Terrell, Leonard Earl, A.B.	1932	B.D. 1935

Graduate of A and T College of Greensboro, North Carolina

1. Holloway, John H., S.B.	1925
----------------------------	------

Graduates of State A and M College, Orangeburg, South Carolina

1. Cox, John M., A.B.	1932
2. Darrah, James, A.B.	1935
3. Gandy, Samuel L., A.B.	1935
4. Owens, Chester, A.B.	1933
5. Roland, Harold, A.B.	1934

Graduate of Benedict College, Columbia, South Carolina

1. Hacker, C. Leroy, A.B.	1933
---------------------------	------

Graduate of Friends University of Wichita, Kansas

1. Brown, James Russell, A.B.	1932
-------------------------------	------

Graduate of Johnson C. Smith, College, Charlotte, North Carolina

1. Griffin, James Clark, A.B.	1932
-------------------------------	------

Graduate of Knoxville College, Knoxville, Tennessee

1. Shearer, Rudolph C., S.B.	1935
------------------------------	------

Graduate of Lincoln University, Jefferson City, Missouri

1. Tyms, James, A.B.	1934
----------------------	------

Graduate of Morgan College, Baltimore, Maryland

1. Carroll, Joseph Wilmer, A.B.	1930
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Graduates of Morehouse College, Atlanta, Georgia

1. Heard, Signman R., A.B.	1923
2. Humbles, William C., A.B.	1935

Graduate of Paine College, Augusta, Georgia

1. Sideboard, Henry Y., A.B.	1935
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Graduate of West Virginia State College, Institute, West Virginia

1. Hopkins, T. Ewell, A.B.	1933
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Graduate of Florida A and M College, Tallahassee, Florida

1. Moore, Herbert E., A.B.	1933
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Since 1936 all of the students enrolled in the School of Religion have been college graduates. And from that date to 1940 the following have graduated:

Alexander, Kuran M. (B.A., M.A.)	B.D.	1939
Anderson, Anita Turpeau (A.B.)	M.A.	1937
Booker, Merrill D. (A.B.)	B.D.	1937
Bowling, Eugene B. (A.B.)	A.M.	1940
Brannon, Lester S. (A.B.)	B.D.	1939
Brannon, Rena Avrette (B.S.)	M.A.	1940
Brown, Lorenzo Q. (A.B.)	M.A.	1940
Butcher, Charles S. (A.B.)	B.D.	1939
Butler, Jr., Henry B. (A.B.)	B.D.	1938
Carroll, Joseph W. (A.B.)	B.D.	1937
Chapelle, Ezekiel E. (A.B.)	B.D.	1940
Cox, John M. (A.B., B.D.)	M.A.	1938
Dean, Henry T. (B.A.)	M.A.	1939
Edwards, Alfonso J. (A.B., B.D.)	M.A.	1937
Fowler, Andrew (B.S.)	B.D.	1940
Gandy, Samuel L. (A.B.)	B.D.	1938
Garnett, Thomas C. (A.B., Th.B., B.D.)	M.A.	1938
Hacker, C. Leroy (A.B.)	B.D.	1938
Holmes, Joseph P. (Th.B., A.B.)	B.D.	1938
Hopkins, Thomas Ewell (A.B., B.D.)	M.A.	1939
King, Dearine E. (B.A.)	M.A.	1940
Merriweather, Moses C. (A.B.)	B.D.	1939
Moore, Herbert E. (A.B.)	B.D.	1938
Perry, Nathaniel P. (B.A.)	B.D.	1940
Peacock, Amjogollo E. (B.D., B.S.)	M.A.	1940
Phillip, Lee C. (B.S., B.D.)	M.A.	1939
Roland, Harold (A.B.)	B.D.	1937
Ryce, Amos (B.A.)	B.D.	1940
Shearer, Rudolph C. (B.S.)	B.D.	1939
Sideboard, Henry Y. (A.B.)	B.D.	1938
Tyms, James D. (A.B., B.D.)	M.A.	1938
Veal, Frank R. (A.B.)	B.D.	1937
Washington, L. Barnwell (A.B., B.D.)	M.A.	1939 ³⁵

The students enrolled in the School of Religion from 1934 to 1940 classified according to denominations were as follows:

1934-1935:		Protestant Episcopal	1
A.M.E. Zion	1	Seventh Day Adventist	1
Congregationalist	1	M.E.	3
Episcopalian	1	A.M.E.	4
Presbyterian	1	Baptist	14

³⁵Records of the School of Religion, 1936-1940.

1935-1936:

A.M.E. Zion	1
Presbyterian	1
Seventh Day Adventist	1
Protestant Episcopal	1
C.M.E.	2
A.M.E.	4
M.E.	5
Baptist	16

1936-1937:

Apostolic Faith	1
Congregationalist	1
M.E.	2
A.M.E.	4
C.M.E.	8
Baptist	12

1937-1938:

Apostolic	1
Congregationalist	1
Syrian Christian	1
Methodist	3
A.M.E.	5
C.M.E.	7
Baptist	11

1938-1939:

A.M.E. Zion	1
Church of God	1
Congregationalist	1
Disciples of Christ	1
Syrian Christian	1
Presbyterian	2
Methodist	4
A.M.E.	6
C.M.E.	8
Baptist	14

1939-1940:

A.M.E. Zion	1
American Friends	1
Church of God	1
Disciples of Christ	1
Congregationalist	2
A.M.E.	8
C.M.E.	8
Methodist	8
Baptist ³⁶	14

While the faculty of the School of Religion is better trained, the Theological Department had a well-trained faculty. The second person holding a Ph.D. degree to teach in the University was J. W. E. Bowen, who taught in the Theological Department about 1890. And many able men belonged to the old theological faculty. Study the list of the regular, permanent teachers of the Theological Department which follows:

Bowen, J. W. E.	1890-1891	Hebrew	
Brown, Sterling N.	1892-1930	Biblical History	
Butler, John	1871-1898	Pastoral Theology	
Butler, C. H.	1892-1922	Hebrew and Greek	
Clark, Isaac	1891-1919	Scriptural Theology	Dean
Cook, Ezra A.	1916-1920	Systematic Theology	
Craighead, J. G.	1879-1891	Revealed Theology	Dean
Ewell, John L.	1891-1901	Church History	Dean
Gordon, William C.	1922-1934	Homiletics	
Harvey, McLeod	1914-1923	Old Testament History	
Jones, George J.	1891-1894	Rhetoric and Oratory	
Little, George O.	1894-1925	Pastoral Theology	

³⁶*Records* of the School of Religion.

Moore, George W.	1887-1892	Biblical History	
O'Connell, Pezavia	1910-1913	Church History	
Palmer, W. R. A.	1891-1893	Hebrew and Greek	
Pitzer, A. W.	1876-1897	Moral Science	
Pratt, David B.	1913-1934	Hebrew, Greek, Church History	Dean
Reeve, John B.	1871-1876	Biblical History	Dean
Reoch, Adam	1894-1895	Sacred Rhetoric	
Westcott, Lorenzo P.	1874-1879	Revealed Theology	Dean
Whittlesey, Eliphalet	1869-1884	Sacred Rhetoric	
Woodbury, Frank P.	1905-1927	Theory and Practice of Preaching	Dean

Deans of the Theological Department and School of Religion

1871-1875	John B. Reeve, D.D.
1875-1879	Lorenzo P. Westcott, D.D.
1879-1891	James C. Craighead, D.D.
1891-1901	John L. Ewell, D.D.
1901-1916	Isaac Clark, D.D.
1916-1917	Frank P. Woodbury, D.D.
1917-1934	D. Butler Pratt, D.D.
1934-1940	Benjamin E. Mays, Ph.D.
1940-	William Stuart Nelson, L.L.D. ³⁷

The academic training of the members of the faculty of the School of Religion for 1939-1940 was as indicated below:

Bell, Bishop William Yancey, Ph.D., D.D., Lecturer in Homilectics and Pastoral Theology

A.B., 1907, Lane College; A.M., 1915, Northwestern University; B.D., 1915, Garrett Biblical Institute; Ph.D., 1924, Yale University; D.D., 1930, Northwestern University.

Bentley, John Edward, M.R.E., Th.D., Instructor in Religious Education

A.B., 1915, McGill University; A.M., 1916, Clark University (Mass.); S.T.B., 1917, Boston University; M.R.E., 1920, Th.D., 1925, Wesleyan-McGill.

Brooks, Robert William, A.M., B.D., Instructor in Church History and Public Speaking

A.B., 1916, Fisk University; A.M., 1918, B.D., 1919, University of Chicago.

Carrington, William E., B.D., S.T.M., Assistant Professor of Religious Education

A.B., 1930, Livingstone College; B.D., A.M., 1933, Oberlin Graduate School of Theology; S.T.M., 1934, Union Theological Seminary (New York).

Carroll, Julius S., Jr., Mus.B., Instructor in Sacred Music

Mus.B., 1936, Howard University.

³⁷Ewell, *op. cit.*, p. 44, Appendix 1; *H.U.M.D.*, *passim*; *Records of the School of Religion*, 1871-1940, *passim*.

Farmer, J. Leonard, S.T.B., Ph.D., D.D., Associate Professor of Biblical Interpretation

A.B., 1913, S.T.B., 1916, Ph.D., 1918, Boston University; D.D., 1929, Gammon Theological Seminary.

*Imes, William Lloyd, M.A., B.D., D.D., Lecturer in Homiletics and Practical Theology

B.A., 1910, M.A., 1912, Fisk University; B.D., 1915, Union Theological Seminary (New York); D.D., 1929, Lincoln University.

Johnson, Campbell Carrington, S.B., LL.B., Instructor in Social Service

S.B., 1920, LL.B., 1922, Howard University.

Lutov, Paul T., B.Litt., Assistant Professor of Biblical Interpretation

B.Litt., 1934, Oxford University, Oxford, England.

**Mays, Benjamin Elijah, A.M., Ph.D., Professor of Christian Theology and Church History; Dean of the School of Religion

A.B., 1920, Bates College; A.M., 1925, Ph.D., 1935, University of Chicago.

*Nelson, William Stuart, B.D., LL.D., Professor of Christian Theology; Dean of the School of Religion

A.B., 1920, Howard University; B.D., 1924, Yale University; LL.D., 1926, Howard University; LL.D., 1926, Shaw University.

*Nickerson, Camille, Mus.B., Mus.M., Lecturer in Church Music

Mus.B., 1916; Mus.M., 1932, Oberlin Conservatory of Music.

Smith, Ernest C., B.D., D.D., Instructor in Religious Education

A.B., 1923, Virginia Seminary; A.B., 1926, Virginia Union University; Th.B., 1928, B.D., 1929, D.D., 1935, Virginia Seminary; A.M., 1936, Columbia University.

Thurman, Howard W., B.D., D.D., Professor of Christian Theology; Dean of the Chapel

A.B., 1923, Morehouse College; B.D., 1926, Rochester Theological Seminary; D.D., 1935, Morehouse College.

*Official appointment, 1940-1941.

**Resigned, 1940.

With its better appointed library, its richer curriculum, its better prepared body of students and with its well trained faculty, the School of Religion has since 1932, working in cooperation with the Graduate School, offered work leading to the master of arts degree in religious education. The degree itself is conferred by the Graduate School of the University, but the instruction is offered by the faculty of the School of Religion. This curriculum is so organized as to make it possible for a person, not possessing the B.D. degree, to complete his work leading to the M.A. degree in two years. The first year of such study is devoted almost entirely to religious fields which are related to but lie outside of religious education. The second year is given to intensive study and research within the field

of Religious Education itself. The School of Religion seeks to encourage its students to pursue work leading to the B.D. degree before attempting the master of arts study. Those who come thus qualified may receive the M.A. degree after one added year of intensive work within the field.³⁸

These improvements in the School of Religion were not long in bearing fruit for, in 1939, the American Association of Theological Schools accredited its work.

³⁸Information furnished by Dean Nelson.

XVII. Law

The Law Department of Howard University opened on January 6, 1869, with John Mercer Langston, the professor of law, in charge. Langston was, in many respects, the best man in the country for the position. Being a Negro, and especially an ex-slave, he was eminently fitted in the opinion of those of the Board who took every opportunity to demonstrate that Negroes were equal to white men. Then, too, he was highly educated. He was a graduate of Oberlin College and of the Theological Seminary of Oberlin. He was an experienced and successful lawyer practicing in Ohio, having read law privately under Judge Philemon Bliss. Furthermore, at the time of his election by the Board, he had just returned from the South flushed with victory, for he had been largely responsible for Grant's election in 1868.¹ But even Langston met one serious objection. He was not a member of an evangelical church. In 1867 the Board of Trustees had voted that no one could be an officer of the University who was not a member of an evangelical church. Immediately this resolution was rescinded. Langston was elected.²

To assist him Albert Gallatin Riddle, also a lawyer of Ohio, was appointed. Riddle had been a Whig, a Free-soiler and a Republican in turn; he had represented Ohio, his adopted state, in the Federal Congress from 1861 to 1864; he had been among the first to advocate the enlistment of slaves in the army and the abolition of slavery in the District of Columbia. Since the close of the war he had practiced law in Washington and had become known as the official advocate of the Negroes of the Capital.³ Riddle lectured at the school one or two hours a week. In 1870 Henry D. Beam offered his services without pay to the Law Department. He was made an instructor and

¹*M of B*, January 8, 1867; *Annual Report of Howard University*, 1868-1869, p. 6; *M of B*, May 4, 1868.

²*M of B*, December 7, 1868; April 29, 1867.

³*Sixth Annual Report of Howard University*, 1873, p. 8; *Dictionary of American Biography* 15, p. 591.

the secretary of the faculty. From 1869 to 1875 these three men, with Charles C. Nott, who taught one year from 1870 to 1871 and with President Howard, who was a member ex-officio, composed the faculty.⁴

This first faculty was a part-time faculty, and the faculty of the Department continued to be a part-time one until 1924.⁵ The pay offered a teacher did not attract the full-time services of competent men. Langston, who was also the dean, received \$3,000 annually; Riddle received \$1,200 annually for two lectures a week. Beam and Nott received less for their services. These men were willing and able to work for such compensation in the evening because they were on a regular salary for services, rendered elsewhere, during the day. Riddle was a judge; Beam, the chief clerk in the Freedmen's Bureau; Nott, a judge of the United States Court of Claims, whose salary was \$4,000. Langston was a member of the Board of Health of the District of Columbia from 1871 to 1877. For this service he received \$2,000 annually.⁶ This was the situation before the panic.

But the teachers who served the Law Department after the panic, i.e., from 1875 to 1895 served at a real sacrifice. The income of the University during this period was so inadequate that the Trustees could render little or no financial assistance to the Law Department. These men through devotion to the cause practically gave their services:

John H. Cook, LL.B., 1875 to 1879 ·
 Wm. F. Bascom, LL.B., 1875 to 1877
 R. B. Warden, LL.B., 1878 to 1879
 R. T. Greener, A.M., LL.B., 1879 to 1880
 R. D. Mussey, LL.B., 1879 to 1880
 Arthur A. Birney, LL.B., 1879
 Jas. H. Smith, 1881 to 1890
 Gen. Wm. Birney, 1883
 John D. Smith, A.M., LL.B., 1881 to 1885
 Warren C. Stone, LL.B., 1880 to 1881
 B. F. Leighton, LL.B., 1882
 Wm. H. H. Hart, A.B., LL.B., 1890
 Wm. H. Richards, LL.B., 1890

⁴*Howard University Law Department, 1870-1871, Washington, D. C., New National Era Printing Office, 1871.*

⁵*General Catalogues, 1868-1869 and 1924-1925.*

⁶*Boyd Directory of Washington and Georgetown, 1866-1870, passim.*

Jas. F. Bundy, A.B., LL.B., 1890
 E. H. Thomas, LL.B., 1891 to 1893
 James Schouler, LL.M., lecturer, 1890 to 1891
 Geo. Francis Williams, LL.B., 1893
 Theo. W. Birney, LL.B., 1895
 Hon. S. E. Baldwin, lecturer, 1895
 Hon. Francis Wayland, 1895⁷

From 1895 to 1940 the pay of the faculty was increased slowly. In 1895 the United States government began to appropriate annually for the support of the Law Department and in 1905 tuition was again charged the students.⁸ In 1930 the pay had increased so much that the part-time dean of the Department at that time received \$2,200 annually.

The first six years of the existence of the Law Department, i.e., from 1869 to 1875, were very eventful. Criticism within the Board, investigation without, a nation-wide panic, the closing of the Freedmen's Bureau, the resignation of O. O. Howard as president of the University, and finally, the closing of the Law Department were a few of the important vicissitudes.⁹

During this period, it was customary for the faculties of the University to be represented on the Board of Trustees. Hence departmental rivalries were reflected in the meetings. Especially did the representatives of the Law Department resent the fact that the professors in the Medical Department received larger salaries than they. Things came to such a pass that Langston and Riddle in 1870 offered their resignations.¹⁰ These the Board refused to accept, but appointed a committee that persuaded the gentlemen to withdraw them. When President Howard took a leave of absence in 1873, trouble arose again over the appointment of Langston as acting-president. Some members of the Board were unwilling for Langston to have the full authority of the office. But Howard saw to it that he was president in fact. This left bad feeling in the Board.¹¹ O. O. Howard never returned to the University as

⁷Patton, *History of Howard University*, pp. 40-42.

⁸*General Catalogue*, 1905-1906, p. 40.

⁹*Report of Committee* on the Resignation of Langston and Riddle, March 5, 1870.

¹⁰*Ibid.*

¹¹See statement of Purvis, Chapter VI, p. 5.

president, and in 1874, resigned.¹² Langston, who for two years had borne successfully the burden of the office, was ambitious to be president. All of the Negro members of the Board voted for him, all of the white members voted against him.¹³ George Whipple, a congregationalist, was elected, but because of the bad feeling aroused by the election, did not accept the position. Immediately George Smith, a congregationalist, was elected, but died before he was inaugurated.¹⁴ Langston, after some persuasion, continued in the office as acting-president until June, 1875, although he had sent his resignation in December, 1874. From 1875 to 1877, the College Department practically absorbed the Law Department. In fact, Bascom, a professor in the College, was dean of the Law Department from 1875-1877.¹⁵

Among the first acts on the part of Patton was to re-open the Law Department. During the next twelve years—from 1877 to 1890—the Department was re-established on a firm foundation. At first the teachers did not remain longer than a year or two. The distance the school was from the city, the uncertain horse-drawn street cars on Seventh Street, stopping at Florida Avenue, and the long walk from that point over unpaved and unlighted streets to the school, kept the busy lawyers from accepting a position which paid little or nothing. Then, too, it was a school for “n-----”. However, the Board of Trustees was able to secure the services of such men as Leighton, Mussey, the Birneys, Cook, and Stone. These men taught classes in their offices or at their homes, or at the school.¹⁶

Beginning with the year 1879, several events transpired which went far toward the development of the Department. In March of that year, the Federal Government began appropriating annually a sum of money for the support of the University. In 1881, Leighton was appointed professor and dean of the Law Department and continued in that capacity for 39

¹²*M of B*, December 24, 1874.

¹³John M. Langston, *From the Virginia Plantation to the National Capitol*, p. 317.

¹⁴J. E. Rankin, “Presidents of Howard University’s” *Historical Papers*, pp. 11-13.

¹⁵*Records of the Faculty of the School of Liberal Arts*, p. 64.

¹⁶Dion S. Birney to Nellie W. Gray, March 17, 1932.

years, from 1882 to 1921.¹⁷ During 1887, the Law Department was established in a permanent home at 420 Fifth Street, N.W., opposite the Court House;¹⁸ and in 1890, there were appointed two professors and a secretary-treasurer, each of whom served from twenty-four to twenty-eight years. Bundy served as treasurer from 1890 to 1914, Richards as a professor from 1890 to 1928, and Hart as a professor from 1890 to 1922.¹⁹ Finally in 1895, the Federal Government began to make an annual appropriation especially for the Law Department.²⁰

The Deans of the School of Law

John M. Langston, 1869 to 1875
 William Bascom, 1875 to 1877
 John H. Cook, 1877 to 1878
 Richard T. Greener, 1878 to 1880
 Warren C. Stone, 1880-1881
 Benjamin F. Leighton, 1882 to Feb., 1921
 Mason N. Richardson, Feb., 1921 to Nov., 1921
 Fenton W. Booth, 1922 to 1930
 Charles Houston, 1930 to 1935
 William E. Taylor, 1935 to 1939
 William H. Hastie, 1939 to -----²¹

Secretary-Treasurers

Henry D. Beam, 1871 to 1874
 James H. Smith, 1880 to 1890
 James F. Bundy, 1890 to 1915
 George Franklin Collins, 1915 to 1917
 Ollie May Cooper, 1917 to 1921 (Clerk)
 James Cornelius Waters, 1921 to 1933

The Faculty of the School of Law, 1939-1940

Daniel A. Mercer, LL.B., Librarian and Assistant Professor of Law
 Graduate of Commercial College, Howard University, 1906; LL.B., 1909.
 Hastie, William Henry, S.J.D., Professor of Law, Dean, School of Law
 A.B., 1925, Amherst College; LL.B., 1930, S.J.D., 1933, Harvard University.
 Hayes, George Edward Chalmers, LL.B., Assistant Professor of Law
 A.B., 1915, Brown University; LL.B., 1918, Howard University.

¹⁷*General Catalogues*, 1880-1881, p. 4; 1919-1920, p. 13.

¹⁸*General Catalogue*, 1887-1888, p. 18.

¹⁹*General Catalogue*, 1890-1891, p. 5.

²⁰*Report of the President*, July 1, 1895, p. 4.

²¹*General Catalogues*, 1868-1869 to 1939-1940, *passim*.

- Houston, Charles Hamilton, S.J.D., Lecturer, School of Law
A.B., 1915, Amherst College; LL.B., 1922, S.J.D., 1923, Harvard University.
- Jefferson, Bernard Samuel, LL.B., Associate Professor of Law
A.B., 1931, University of California, at Los Angeles; LL.B., 1934, Harvard University.
- Ming, Jr., W. Robert, J.D., Assistant Professor of Law
Ph.B., 1931, J.D., 1933, University of Chicago.
- Nabrit, Jr., James Madison, J.D., Associate Professor of Law
A.B., 1923, Morehouse College; J.D., 1927, Northwestern University.
- Ransom, Leon Andrew, S.J.D., Professor of Law
S.B., 1920, Wilberforce University; J.D., 1927, Ohio State University; S.J.D., 1935, Harvard University.
- Robinson, William Spottswood, III, LL.B., Teaching Fellow
LL.B., 1939, Howard University.
- Washington, Jr., James Aaron, LL.B., Teaching Fellow
A.B., 1936, LL.B., 1939, Howard University.

THE CURRICULUM

As advertised, the course of study was to be a two-year course. It was soon found necessary to coach many applicants in the English branches. For a while students were permitted to sit in class as auditors without credit. Finally, a third year was added—a pre-law year.²² When advised of this change in the number of years required to complete the course, the Trustees disapproved on the ground that it was an unnecessary duplication of academic subjects offered in other departments of the University.²³ The course, therefore, continued to be a two-year course for several years. When, in 1877-1878, the Law Department was reorganized, it began as a two-year course, but was soon changed to a three-year course. This time the change was made to meet a requirement of the District of Columbia to the effect that any persons wishing to practice law therein must have pursued a three-year course of study in law in some college or in some office.²⁴ The third year at that time (1878) was placed at the top of the course as a post-graduate year. This post-graduate year continued until 1900. It was then abolished and a third year of undergraduate law subjects

²²*M of B*, April 4, 1870; May 18, 1870.

²³*Report of Committee on Law Department*, June 1, 1870; Riddle and Beam to Board of Trustees, December 31, 1874; *General Catalogue*, 1869-1870, p. 48.

²⁴*General Catalogue*, 1881-1882, p. 16.

was added.²⁵ From 1923-1924 to 1925-1926 a post-graduate course was again maintained.

From 1900 to 1923, the Law Department was a three-year evening course. In 1928-1929 a three-year full-time day course was initiated. At the same time, a four-year part-time evening course was begun. From 1928-1930, the Law Department was operating simultaneously the old three-year, part-time, evening course, a three-year, full-time, day course, and a four-year, part-time evening course. At the close of 1929-1930, the evening courses were discontinued and a full-time day course only was conducted by the University.²⁶

While these major changes were being made, many relatively minor ones were also being undertaken. From 1869 to 1893, the school year was divided into quarters called terms; from 1893 to 1919, the year was divided into semesters. From 1919 to 1934, the quarter system was again introduced. Since 1934, the School has been operating on the semester basis.²⁷

That the course of study in the beginning was very elementary is evident from the fact that prior to 1894 no entrance requirements were demanded. As late as 1924, the ability to pass an examination in the English branches was all that was required to enter the School of Law.²⁸

In 1869, the president said that:

The exercises in this Department consist of recitations upon the textbooks of the course at least three evenings of each week, with lectures from the Professors upon the topics presented in the lessons, disquisitions by the students upon legal subjects, discussions in the moot court under the superintendence of the Professors, rhetorical exercises each Thursday evening, and Biblical exercises on Sunday afternoons. The lectures and recitations upon the textbooks pursued, embrace a complete course of instruction in common and commercial law, equity-jurisprudence and kindred subjects. Lectures and addresses are also delivered from time to time by such gentlemen learned in the law as may be invited by the Faculty.²⁹

This was the course of study for many years. It was a course of study arranged on the level of men with little prepa-

²⁵*General Catalogue*, 1900-1901, p. 24.

²⁶*General Catalogues* for the respective years; *passim*.

²⁷*General Catalogues*, 1869 to 1934, *passim*.

²⁸*General Catalogues*, 1881-1882, p. 16, to 1894-1895, p. 37; *Ibid.*, 1924-1925.

²⁹*Annual Report of Howard University*, September 2, 1869, p. 7.

ration; it was a course operated when the classes met at one time in the professor's home, at another time in the professor's office, or in a room over a store on the corner of Seventh and E Streets, N.W., or at Ninth and D Streets, N.W., or on the campus; a course offered to students who attended school with borrowed books at a time when the University had a very small library which, alas, was destroyed by fire in 1886.³⁰ This was the course of study during the 70's and 80's.

In 1887, changes began to take place in the Law Department which made a higher course of study possible. During that year, the Law Department moved into a permanent home. By 1893, this building had been enlarged and modernized, and again in 1922-1923, was further improved at an expense of \$16,000.³¹ Meanwhile the law library, which for years was the accumulation of books through gifts, took on a systematic improvement. Julius Rosenwald, in 1925-1926, gave \$2,500 toward the library on condition that \$500 be raised by friends.³² This was done immediately and the \$3,000 was appropriated for books. Two years later, the Laura Spelman Rockefeller Memorial contributed \$20,000 to the development and maintenance of the law library. \$15,000 of this was to be spent for books and \$1,000 a year, for five years, provided the University spent \$1,000 also—in all \$2,000 a year was to be spent for maintenance.³³

With this financial support the library was rapidly improved to the end that by July, 1933, it was admitted to the American Association of Law Libraries. A. Mercer Daniel, the acting librarian, was the first Negro to be admitted to the Association. Thus the work of William H. Richards, the first librarian (1894-1921), of James C. Waters, the second librarian (1921-1932), and of A. Mercer Daniel, librarian since 1932, was rewarded.

To build up a library of 23,310 useful volumes was a difficult task. The first books were those loaned to the students by the teachers; the first library or rather libraries, were the private

³⁰*Ibid.*, 1881-1882, p. 16; *Ibid.*, 1886-1887, p. 16.

³¹*Report of President*, August 1, 1892, p. 4.

³²See Chapter XIX; also *Senate Report*, No. 304, 53 Cong., 2nd Sess., April 5, 1894.

³³*Ibid.*

offices of the several teachers. As late as 1894 the classroom of William H. Richards, the librarian, was also the Law Library. And no doubt a part of a classroom was sufficiently large to contain all of the books possessed by the Law Department at that time for the books which the faculty had accumulated by 1886 were that year destroyed by fire. It is probable that the first students were required to read or at least to refer to such books as:

- A Treatise of the Pleas of the Crown*, by William Hawkins, Serjeant at Law. The Fourth Edition, London, 1762.
- A New Abridgment of the Law*, by Matthew Bacon, of the Middle Temple, Esq. The Fourth Edition in 5 volumes. London, 1778.
- A Digest of the Laws of England*, by the Right Honourable Sir John Comyns, Knight; in 5 volumes. London, 1762.
- The First Part of the Institutes of the Laws of England or A Commentary upon Littleton*. Authore Edwardo Coke, Milite. The Fourteenth Edition, Revised and Corrected. London, 1789.
- The Justice of the Peace, and Parish Officer*, by Richard Burn, LL.D., Late Chancellor of the Diocese of Carlisle. The 22nd Edition. London, 1814. In Five Volumes.
- The Principles of Natural Law*, by J. J. Burlamaqui, Counsellor of State, and Late Professor of Natural and Civil Law at Geneva. Translated into English by Mr. Nugent. London, 1748.
- The Principles of Politic Law*: Being a Sequel to the Principles of Natural Law, by J. J. Burlamaqui, Counsellor of State and late Professor of Natural and Civil Law at Geneva. Translated into English by Mr. Nugent. London, 1752.
- Law Students and Lawyers, the Philosophy of Political Parties, and Other Subjects: Eight Lectures Delivered before the Law Department of Howard University*, by A. G. Riddle, Washington, D. C. W. H. and O. H. Morrison, 1873.

These works, bearing the name of Albert G. Riddle, one of the first teachers, are still in the Law Library.

Efforts were made from time to time to enrich the collection of law books. On August 18, 1890, Public Resolution No. 35 of the Federal Congress was approved which provided:

That the Librarian of Congress, the Librarian of the Senate, the Librarian of the House of Representatives and the Librarian of the Department of Justice be, and they are hereby authorized and directed to deliver to the dean of the Law Department of Howard University as a gift to the said Law Department of Howard University, for its use and behoof, one copy of such law books as are now in the above-mentioned libraries which are extra or duplicate copies thereof that may be spared without injury to the public

service: Provided: That there shall be left in each of said libraries not less than two copies of each book.

Four years later, on January 8, 1894, Senator George F. Hoar sent a circular letter to the editors of the Boston newspapers and to the editors of the New York City newspapers in which he stated among other things that "The Library is sadly deficient—hardly large enough for a young lawyer beginning practice." Neither effort was successful.

But, during the last twenty years, many valuable gifts were received. Among the donors of books were:

Harry E. Davis—686 volumes
 Dion S. Birney
 Frederick L. Siddons
 Wendal R. P. Stafford
 Mary Church Terrell
 The Widow of Mason N. Richardson
 The firm of Ralston, Richardson and Siddons
 Edward H. Morris—16 volumes
 The Widow of Thomas B. Cobb—33 volumes
 Western Electric Company of New York—234 volumes
 James Marshall—1,500 volumes
 The Estate of Samuel Untermeyer—1,691 volumes
 The Harvard Law Library
 State of West Virginia
 Columbia Law Library—126 volumes
 Mrs. F. W. Penn—31 volumes
 Isaac R. Hitt and wife—80 volumes
 Joseph I. Weller—293 volumes
 Z. Chafee, Jr., 43 volumes
 Archibald Runner—128 volumes
 Coralie Franklin Cook—43 volumes
 Mrs. Goldsberry—309 volumes
 Mrs. Wells

Today the books which have been accessioned and card-catalogued by A. Mercer Daniel, are in good condition, well cared for and well-housed in a large well-lighted room on the second floor of the School of Law building on the campus.³⁴

Along with these physical improvements went a rise in the academic standard of the Department. In 1924 a two-year college course was required of applicants and about the same

³⁴Information concerning the Law Library was furnished by A. Mercer Daniel, Law Librarian.

time two full-time professors were appointed. These improvements, physical and academic, by 1931, secured for the Department the approval of the American Bar Association and the Association of the American Law Schools.³⁵

THE ENROLLMENT

The story of the enrollment of the Law Department of Howard University may be divided into four periods: the first period extending from 1868 to 1877, the second from 1877 to 1894, the third from 1894 to 1905, and the fourth from 1905 to 1940.

The enrollment of the first period was small. There were few Negroes in the United States with the academic training adequate to enter upon a course of law, and those academically prepared were, in most cases, without funds. The first students of the Law Department were financed practically by the Federal government. This was due largely to the fact that President Grant and the heads of the executive departments of the Federal government were favorably disposed toward Howard University. Grant's election in 1868 was brought about primarily by the votes of the Negroes of the South. Grant carried seven of the fifteen former slave states. Nevertheless Seymour, Grant's opponent, received more white votes than he. It was the 400,000 Negro votes which retained the Republican party in power.³⁶ During this first period, therefore, many students of the Law Department were employed in the executive departments of the Federal government. Many of these earned more than enough to pay their expenses. The enrollment was as follows: 1868-1869, 21; 1869-1870, 46; 1870-1871, 17; 1871-1872, 84; 1872-1873, 7; 1873-1874, 42; 1874-1875, (Department closed); 1875-1876, (Department closed); 1876-1877, 6.³⁷

During the second period, the enrollment decreased. The small enrollment during this period was due to several causes. After Grant's administration, the executive departments were

³⁵*General Catalogue*, 1930-1931, p. 307.

³⁶Louis M. Hacker and Benjamin B. Kendrick, *op. cit.*, p. 31.

³⁷*General Catalogue*, 1868-1877, *passim*.

not so enthusiastic about Negro labor. During this period also the administration of the Federal government changed to the Democratic party in 1885 and again in 1892. It was to increase the enrollment that the Law Department was moved to the city. Notwithstanding this move, the enrollment continued small.³⁸

During the next period from 1894 to 1905 the enrollment grew slowly but steadily. This growth was due primarily to the fact that tuition was remitted. From the beginning, a tuition had been charged in the Department. At first, it was \$40.00 a year. The official announcements, however, stated that the tuition would be raised to \$80.00 annually, the next year. Notwithstanding this announcement, instead of a rise the tuition was gradually lowered until by 1894 when it was entirely remitted.³⁹ This reduction in the expenses of the student was made possible because the Federal government in 1895 began to appropriate annually for the support of the Law Department. During this period the enrollment reached, for the first time, 100 students.⁴⁰

During the last period which extended from 1904 to 1940, the enrollment continued to grow until about 1924. During the whole period it averaged about 110 annually. From 1924 to 1940 it declined slowly.⁴¹ Many changes in the Law Department were responsible for this decline in the enrollment. In the first place, a tuition fee was added. It was \$30.00 at first, and was gradually raised to \$125.00 annually.⁴² In addition to this tuition, incidental fees were multiplied and increased. Also during this period the course of study was lengthened to three years, and finally the whole Department was made a full-time day school. Also during this period the Law Department, after an absence of more than 50 years, was returned to the Campus. The enrollment for 1933-1934 was 37, for 1939-1940, 61.⁴³

³⁸*General Catalogues, 1817-1894, passim.*

³⁹*Annual Report of Howard University, 1867-1868, p. 16; Catalogue of Howard University, 1896-1897, p. 23.*

⁴⁰*General Catalogues, 1894-1905, passim.*

⁴¹*Ibid., 1904-1940, passim.*

⁴²*Ibid., 1869 to 1934.*

⁴³*Ibid., 1933 to 1940.*

THE ALUMNI

The first commencement was an impressive occasion. Said President Howard:

This is a day to be remembered . . . Mines of gold and silver invite the capitalist to make investment. After careful inquiry, he ventures to put in a portion of his substance. He waits on the qui vive of expectancy for the declaration of the first dividend. These professors and teachers have invested something more than mere capital in this institution; they have put in their reputation, their anxieties, their unflagging efforts, their fond and cherished hopes. You are the first dividend . . . the faculty have anxiously looked forward to this day . . .⁴⁴

So anxious indeed were the faculties of the University to demonstrate the results of their instruction that each year at the close of school, anniversary exercises were held even though no one graduated. For many years these anniversary exercises were occasions for oratorical contests and oral examinations open to the public. They were conducted usually by each Department separately. On some occasions all of the Departments would be represented in one large exercise conducted by the University. As the number of students increased the members of the junior classes only participated in this annual examination. It was called the Junior Exhibition.⁴⁵ Said a reporter in 1870:

We attended the Law School of the Howard University closing its second year on Friday evening last, and we felt, in listening to the students, all colored people, one of them a lady, that there are some discoveries as useful as the telegraph and the steam engine, if not so wonderful, and among these the capacity of the freed people for all the duties of the highest citizenship, deserves to be enumerated. It was five years last April since Robert E. Lee surrendered to U. S. Grant and now we have a University for the education of the colored youth of America in science and the classics in the City of Washington, and a Law School larger than any known in the South for white students . . .

Our good friend the Dean, Professor John M. Langston, made no loud parade over his pupils; that was best. He seemed to feel that they were simply vindicating a truth that all of God's creatures, who choose to profit by the blessing of civilization, are sure to succeed.⁴⁶

⁴⁴O. O. Howard, *Commencement Address, Law Department*, February 3, 1871.

⁴⁵*Records of the Faculty of the School of Liberal Arts*, p. 3.

⁴⁶*Third Annual Report of Howard University*, July, 1870, pp. 7-8.

This was the impression made by an anniversary exercise. But the first commencement was a far more important event. It took place on February 3rd, 1871, in the First Congregational Church of Washington, D. C. President Howard was the principal speaker. Short addresses were delivered by Senator Charles Sumner, Senator John Sherman, Attorney General H. T. Ackerman, General William T. Sherman and Horace Maynard of Tennessee.

These speakers emphasized the necessity of hard work, continuous study and character as the qualifications for a successful lawyer. O. O. Howard, in addition, encouraged them not to be cowards. He added, "I would rather a thousand times a young man would fight than be a coward. A cringing cowardly spirit is mean" "Your minds," said Senator Sumner, "must be refined and elevated by literature; your knowledge must be extended by science" And he continued, "There is one other possession without which, science, literature, and law, all in amplest measure, will be of small avail; it is character." Attorney General Ackerman admonished them not to rely upon oratory only for if they did they would signally fail. So impressed was Senator Sherman with the exercise that he recalled to their attention how he had seen "colored men bought and sold as slaves, and denied the opportunity and capacity for study." Now he sees them entering upon the noblest of professions which required more intellectual capacity than any other. "Such achievements," said General Sherman, "will gradually destroy all prejudice of race and color."⁴⁷

This date, February 3, was chosen for the first commencement because the Law Department which was begun as a two-year course was changed suddenly by the faculty during the first year of its existence to a three-year course. The Trustees did not approve of this action, as stated above; therefore, beginning with the third year, the Law Department was again a two-year course.⁴⁸ Students who had spent two years by February, 1871, were graduated, if they desired. Ten so desired, three others continued until July. There were in 1871, two

⁴⁷Addresses at Commencement Exercises of Law Department, February 3, 1871.

⁴⁸*Third Annual Report of the Howard University*, July, 1870, p. 7.

commencements. Those who graduated on February 3, 1871, were:

Bell, L. H., D. C.
Cook, J. H., Ohio
Johnson, G. D., Pa.
Johnson, J. H., Mo.
Mabson, G. L., N. C.

Shadd, A. W., Pa.
Thomas, C. N., Pa.
Warrick, T. B., Va.
Williams, J. H., N. C.
Wynn, W. G., Mich.⁴⁹

Those who finished July 30, 1871, were:

Moore, M. W.
Straker, D. Augustus

Smyth, John H.⁵⁰

In 1878 the faculty was empowered to confer the degree of master of laws.⁵¹ This degree was granted for the first time in 1882 to four men:

Charles H. Lemos
Leonidas A. Lewis

James H. S. Parker
William H. Richards⁵²

Prior to 1878, during which year applicants to practice law in the District of Columbia were first required to pass an examination, the graduates of the Law Department were, by a special order of the court,⁵³ permitted to practice, upon the presentation of their diploma and the recommendation of a lawyer of good standing. Therefore, on February 4, 1871, on motion of Riddle, the first graduates of the Law Department of Howard University were admitted to the bar on taking the oath prescribed by the rules of the court:

John H. Cook, Ohio
Lewis H. Bell, Miss.
John H. Johnson, Mo.
Thomas B. Warrick, Va.

John H. Williams, Ohio
W. G. Wynn, Va.
George D. Johnson, Pa.
Charles N. Thomas, Pa.⁵⁴

The Department points with pride to a long list of distinguished alumni who have served their country in the diplomatic and consular service, as registers of the treasury of the United States and in other administrative positions, as members of constitutional conventions, deans of law schools, members of

⁴⁹H. D. Beam to Trustees, January 11, 1871.

⁵⁰J. M. Langston to Board of Trustees, June 23, 1871.

⁵¹*General Catalogue*, 1878-1879, p. 14.

⁵²*General Catalogue*, 1881-1882, p. 8.

⁵³*Order of Supreme Court of District of Columbia*, January 12, 1871.

⁵⁴*Annual Report of the Dean of the Law Department*, June 30, 1871.

state legislatures, commonwealth attorneys, judges, and to one as a member of the Federal congress and as governor of a state.⁵⁵

Probably the most outstanding graduate was George W. Atkinson of the class of 1891. While a representative in Congress from West Virginia, his native state, from 1888 to 1890, he studied law at Howard University. Returning to his home, he was elected in 1896 governor of the state. At the expiration of his term, he was appointed United States district attorney for the southern district of West Virginia. In 1905, President Roosevelt appointed him a member of the United States Court of Claims.

While Atkinson was probably the most noted alumnus, William H. H. Hart was probably the most brilliant. He graduated in 1890 and was immediately appointed to the chair of criminal law by his alma mater. He taught 32 years.⁵⁶

In addition to Atkinson and Hart, hundreds of other alumni of the Law Department have gone forth inspired for service, as was D. Augustus Straker, LL.B., 1871, and LL.D., 1905. It was the one ambition of Straker to succeed not alone for his own sake but also for the sake of his race. In an address to his first graduating class in 1884 he said:

In October, 1882, the Law Department of Allen University was opened. I was chosen by the trustees Dean and Law Professor in this department. I was not wanting in diffidence of my ability to perform so herculean a task in which was involved so great responsibilities. My duty was to educate in the law, colored youths of a race declared to be inferior in capacity with all others. If I failed I certified to both you and your incapacity. My responsibility then was, the maintenance of an entire race's fitness and capacity.⁵⁷

Fortunately for the Law Department of Howard this ambition inspired many a graduate both men and women. Therefore, graduates of the Howard Law School and the members of its faculty have been from the beginning in the forefront of the fight for the protection of the constitutional rights of Ne-

⁵⁵*Records* in the Office of the Dean of the Law School.

⁵⁶Kelly Miller "Prof. Hart . . ." *The Afro-American*, January 20, 1934, p. 17, col. 2, and January 13, 1934, p. 1, col. 3; *Federal Catalogue*, March, 1890-March, 1891, p. 5.

⁵⁷*First Annual Address of the Law Graduates of Allen University*, class 1884 by D. Augustus Straker, Atlanta, Georgia; Jas. P. Harrison and Lee, Printers and Publishers, 1885, p. 4.

groes. The following cases are but illustrations of the constant struggles engaged in by Howard lawyers for the betterment of Negroes.

A very important early case was *Ferguson v Gies* (1890), 82 Mich. 358. In this case plaintiff, a Negro, sued a restaurant owner for refusal to serve him. At this early date Michigan had enacted its civil rights act. The opinion was important because of the forceful and eloquent language used in calling for the equal treatment of Negroes in places of public accommodation not only as demanded by the civil rights act but by an innate sense of justice.

Another early interesting case is *Hart v The State* (1905), 100 Md. 595, 60 Atl. 457. In this case William H. H. Hart, a professor of the Howard Law School, was a passenger on a train going from New York to Washington, D. C. Passing through Maryland, he refused to occupy a coach set apart for Negro passengers. Maryland had a statute requiring carriers to provide separate coaches for the transportation of white and colored passenger and making it an offense for a passenger to refuse to occupy the car and compartment assigned to him by the conductor. Hart was convicted under this statute but the Court of Appeals of Maryland reversed his conviction, holding that the statute as applied to passengers going from one state to another was unconstitutional. The statute was considered an undue interference with interstate commerce. Negro interstate passengers, therefore, could not be compelled to occupy separate coaches and cars while passing through Maryland.

The case of *New Negro Alliance v Sanitary Grocery Company* (1938), 304 U. S. 552, established the principle that Negroes could picket stores which refused to employ Negroes and that such picketing could not be enjoined by the Federal Courts. The situation of an employer refusing to hire Negro employees was deemed a "labor dispute" within the meaning of the "Norris-LaGuardia Act" (1932), 29 U.S.C. Section 101, which bars the Federal Courts from issuing injunctions against picketing and other peaceful methods of publicizing the issues involved in a labor dispute.

In 1939 in *Lane v Wilson*, 307, U. S. 268, the Supreme Court declared unconstitutional a statute of Oklahoma which had been in existence since 1916. The practical effect of that

statute was to continue to deny the right to vote to Negroes who had been unconstitutionally denied the right to vote prior to 1916 by virtue of the "Grandfather Clause" of the Oklahoma Constitution.

In *hambers v Florida* (1939), 309, U. S. 227, several Negroes were arrested without warrant and for five days were subjected to persistent questioning, culminating in an all night examination, after which they confessed to the crime. All during this time they were not permitted to see or confer with counsel or friends and were in fear of mob violence. On the basis of these confessions they were convicted in the State Court of Florida. The Supreme Court of the United States held that confessions obtained in this manner were not voluntary and that the use by the state of such confessions to obtain convictions denied to these Negroes the due process of law guaranteed by the Fourteenth Amendment to the Constitution of the United States.

In *Missouri ex rel Gaines v Canada, Registrar of the University of Missouri* (1938), 305 U. S. 337, the Supreme Court of the United States further clarified the principle that whatever educational facilities are provided by a state for its white citizens must likewise be provided for its Negro citizens. This principle operates on all levels of education provided by the state. If a state maintains a law school for white students, it must either allow Negroes to attend, or provide a law school for Negroes of equal quality. Alternatives such as providing tuition and other expenses at out of state schools will not suffice. The Fourteenth Amendment which guarantees equal protection of the laws means equal protection of the laws within the state. By this decision the duty rests upon a state when it provides for education, to furnish it to all residents of the state upon the basis of an equality of rights.

Two important cases dealing with the problem of equal salaries for Negro teachers in the state educational system are *Mills v Board of Education of Anne Arundel County* (1939), 30 F. Supp. 245 and *Alston v School Board of the City of Norfolk, et al* (1940), 112 Fed. (2d) 992, Cert. Denied. 61 Sup. Ct. 75. In these two cases we have the principle established that it is a violation of the equal protection of the laws provision of the Fourteenth Amendment for a state or its subdivisions

to pay Negro teachers, on account of their race and color, a salary less than that paid to white teachers, when the teachers have equal training and experience and are filling equivalent positions. The creation, maintenance and operation by a state or its subdivisions of a differential salary scale for Negro and white teachers of equal training and experience and filling equivalent positions, which is based solely on race and color, constitute an unconditional discrimination.

The value of such cases as have been stated above cannot be over-estimated in terms of the benefit to the Negro race. It is again to be emphasized that such cases are mere examples of the type of public spirited service which the graduates and faculty of the Howard Law School are rendering to the Negro community.⁵⁸

The women graduates are also noteworthy. Charlotte E. Ray was probably the first woman in the United States to graduate from a regular non-profit law school connected with a university. Her father was Charles Bennett Ray, a fearless Congregational minister of New York City, and at one time the editor of the *Colored American*. Emma Gillett was the co-founder of a law school in the District of Columbia, February 1, 1896. Two years later this school was incorporated as the Washington College of Law.

Ollie May Cooper, LL.B., 1921, *magna cum laude*, passed the District of Columbia bar and is secretary of the School of Law of Howard University. Isadora Letcher, LL.B., 1925, passed the Michigan bar in 1926. Thelma D. Ackiss, LL.B., 1931, was valedictorian of the class. She passed the District of Columbia bar in 1932. Carolina E. Hall Mason passed the District of Columbia and Indiana bars. Lillian D. Wright Page passed the Illinois bar. Tabytha Anderson passed the California bar. L. Marian Poe was the first colored woman to pass the Virginia bar. Zephyr Abigail Moore Ramsey passed the Illinois, Missouri and California bars.

The complete list of women graduates from 1872 to 1940 follows:

Ackiss, Thelma Davis.....	1931	Bryant, Louise V.....	1883
Anderson, Tabytha	1931	Carey, Mary A. S.....	1883
Blount, Willie Hazel.....	1922	Cannady, Ruby L.....	1937

⁵⁸The cases were furnished by Bernard Jefferson of the School of Law.

Chambers, Eliza	1886	Martin, May Corrinne.....	1921
Cleveland, Cynthia E.....	1889	Mason, Carolina E. Hall.....	1916
Coleman, Zenobia Vivian.....	1930	Maxwell, Cassandra Elizabeth..	1938
Cooper, Ollie May.....	1921	Page, Lillian B. Wright.....	1916
Graecen, Clare	1899	Peterson, Gladys Tignor.....	1922
Gillett, Emma M.....	1882	Poe, L. Marian Fleming.....	1925
Havens, Ruth G. D.....	1882	Ray, Charlotte E.....	1872
Heath, Eva B.....	1904	Ramsey, Zephyr Abigail Moore	1922
Hooper, Anna Roberta.....	1926	Rogers, Madeline Pinn.....	1923
Jackson, Estelle Cardoza.....	1924	Skinker, Lillian Rose.....	1922
Jefferson, Elsie Taylor.....	1929	Smith, Alma Poole.....	1929
Letcher, Isadora Augusta.....	1925	Washington, Blanche Armwood	1938
Lisemby, Etta Blanche.....	1924	Williams, Nell Evangeline.....	1928
Marshall, Marie A. D.....	1887	Willis, Florrie Love ⁵⁹	1940
Marshall, Mary Bacon.....	1923		

The graduates of the School of Law, both men and women, have been active not only in their departmental alumni association, but also as leaders in the general alumni association. In 1937, Eugene Davidson was secretary of the general association and Estelle C. Jackson was the leader of an influential group of that association.

⁵⁹Information concerning women graduates furnished by Ollie May Cooper of the School of Law.

XVIII. *Medicine*

Between 1904 and 1909 the Federal Government erected a new Freedmen's Hospital on the campus of Howard University at a cost of \$500,000.¹ About twenty years later (1928) the Federal Government in cooperation with private philanthropy and the Trustees of the University erected near this new Freedmen's Hospital a medical building costing \$600,000.² In 1931 the Federal Government began appropriating money annually for the payment of the salaries of the teachers in the School of Medicine.³ These three incidents marked the beginning of a new period in medical education at Howard University and guaranteed its future development.

The remarkable success of the School of Medicine prior to these events was due to two things: first, to the devotion, the training, the courage and the character of the men who established it; second, to Freedmen's Hospital which, from the beginning, was at the service of the students and faculty.

The devotion of the founders was remarkable. In the face of criticism and ostracism they undertook to make pharmacists, dentists, and doctors of men and women whose fathers or grandfathers, mothers or grandmothers—if not themselves—had been slaves in cotton fields or rice swamps. Silas L. Loomis, Robert Reyburn, Phineas H. Strong, Joseph T. Johnson, Alexander T. Augusta, Charles B. Purvis, Oscar Oldberg, William H. Seaman, and Isabell C. Barrows and others deserve high honor.

Loomis and Reyburn were "expelled" from the Medical Department of Georgetown College because of their connection with a "n-----" school. All were subject to ostracism because

¹*Annual Report of the Secretary of the Interior*, 1903, pp. 186-190; *Ibid.*, 1904, pp. 232-235; Act of Congress approved April 28, 1904, 33rd U. S. Stat. 488.

²Albert I. Cassell, "The New Medical Building," *The Howard Alumnus*, January, 1927, V, No. 4, pp. 76-81; *The Evening Star*, Washington, D. C., February 26, 1924; *The Herald*, Washington, D. C., February 26, 1924.

³See Chapter XXX.

of their connection with the University.⁴ Two or three of the founders taught without pay.⁵ In 1873 W. C. Tilden had an occasion to show just how deep was his devotion. It became necessary for the Trustees to reduce the amount of money appropriated for the support of the Medical Department. Immediately Tilden advised the Trustees that if they found it necessary to reduce the appropriation for his department, not to reduce the amount appropriated for chemistry but rather reduce his salary.⁶

The founders of the Medical Department were not only devoted to the work but were also well qualified as teachers of medicine.

Silas L. Loomis was a graduate of Wesleyan University, Middletown, Connecticut, 1844; was a graduate of the Georgetown Medical College, Washington, D. C., 1857; was a professor of chemistry and toxicology in Georgetown Medical College from 1861-1867. During the war he was an Acting Assistant Surgeon, U.S.A., and served in several hospitals in the District of Columbia.⁷

Robert Reyburn was a graduate of the Philadelphia College of Medicine and Surgery, 1856, and practiced medicine in Philadelphia until June, 1862, when he entered the Federal service as Acting Assistant Surgeon. In 1863 he was commissioned Surgeon U. S. Volunteers and served as such until the close of the war.⁸

Giddeon Stimson Palmer was a graduate of Bowdoin College, Brunswick, Maine, 1838, and a graduate of the Medical Department of the same college in 1841; he practiced medicine until the Civil War and in 1861 was appointed Surgeon, U. S. Volunteers.⁹

Neil F. Graham was a graduate of the Western Reserve Medical College, 1861, and was a surgeon in the 12th Ohio

⁴Walter Dyson, "Founding the School of Medicine of Howard University, 1868-1873," *Howard University Studies in History*, November, 1929, No. 10, pp. 15-16. Abbreviated: *Studies in History*.

⁵Seaman, Oldberg and others, *H. U. M. D.*, *passim*.

⁶W. C. Tilden to Trustees, June 23, 1873.

⁷*H. U. M. D.*, p. 108.

⁸*Ibid.*, pp. 109-110.

⁹*Ibid.*, pp. 112-113.

Volunteers from 1862-1864. He practiced medicine for several years before coming to the Howard Medical Department.¹⁰

Frank Wigglesworth Clarke graduated from the Lawrence Scientific School, Harvard University, Cambridge, Massachusetts, 1867. In 1869 he was appointed instructor of chemistry at Cornell University. Upon leaving Howard University he was appointed professor of chemistry and physics at the University of Cincinnati, Ohio, and remained there from 1874 to 1883.¹¹

John B. G. Baxter graduated from the Castleton Medical College, Castleton, Vermont, 1846, practiced medicine until 1862, when he was appointed surgeon in the Department of the Potomac. At the close of the war, he resumed his private practice until appointed an Examining Surgeon in the U. S. Bureau of Pensions in 1872.¹²

Daniel Smith Lamb graduated from the Georgetown Medical College in 1867 and for some years taught general pathology in the United States College of Veterinary Surgeons, Washington, D. C. He had the distinction of making the post-mortem examinations on Senator Brooks of New York, Vice-President Henry Wilson, President Garfield and the assassin, Guiteau.¹³

Joseph Taber Johnson graduated from the Georgetown College of Medicine, Washington, D. C., in 1865 and from the Bellevue Hospital Medical College, New York City, in 1867. He also studied in Vienna, Austria, and received a diploma for proficiency in obstetric operations in 1871.¹⁴

Phineas H. Strong graduated from the Albany, New York, Medical College in 1839 and practiced medicine thereafter in Buffalo, New York.¹⁵

Isabell C. Barrows, the first woman teacher, was a graduate of the Woman's Medical College of New York City. After graduation she spent a year at Vienna, in advance study of ophthalmology. While engaged in her practice in Washington,

¹⁰*Ibid.*, pp. 119-120.

¹¹*Ibid.*, p. 120.

¹²*Ibid.*, pp. 120-121.

¹³*Ibid.*, pp. 121-122.

¹⁴*Ibid.*, pp. 108-109,

¹⁵*Ibid.*, p. 113.

D. C., she had charge, from 1870-1871, of all the eye and ear cases at Freedmen's Hospital and lectured on these subjects to the Howard medical students.¹⁶

Charles Burleigh Purvis graduated in 1865 from the Western Reserve Medical College, Cleveland, Ohio, and was Acting Assistant Surgeon, U. S. A., from 1865 to 1869.¹⁷

Concerning Alexander T. Augusta, a contemporary had this to say:

The Medical Department of Howard University was organized by the election of three members of its faculty in the early part of May, 1868 and in the month of September a fourth professorship was filled . . . In September, also, Dr. Alexander T. Augusta, a distinguished colored physician of Washington was elected as Demonstrator of Anatomy. Dr. Augusta is a gentleman of decided abilities, and is thoroughly educated in his profession. He is a native of Norfolk, Virginia, free-born, and served his apprenticeship as a barber in that city, subsequently working as a journeyman at his trade. In his boyhood he learned by stealth to read a little, and subsequently acquired, while working at his trade, some additional knowledge. At a later period he read medicine for a time in the office of a respectable physician in Philadelphia, but he could not get access to the medical college of that city by reason of his color. He went to California to get some money to prosecute his purpose, and was highly successful. On his return he made another effort to find entrance to a medical college, and was repulsed both in Philadelphia and in Chicago. He finally went to the University of Toronto, and was cordially welcomed to the Medical College of that very distinguished institution, second to no university in British America, and after some half dozen years of laborious academic, classical as well as professional study he received the degree of Bachelor of Medicine, with the full honors of the college. During the war he was a surgeon in the army, and while stationed at Savannah, Georgia, in charge of a hospital in that city, he was repeatedly associated in professional relations with medical gentlemen of the first eminence in that city, who treated him with uniform courtesy. They often came to his hospital to observe cases interesting to the profession, and to join with him in uncommon surgical operations; facts honorable alike to both parties. Dr. Augusta is the only colored gentleman connected with the medical faculty, so far as it has yet been organized, and for this reason, as well as for the essential interest which marks his career, reference is here made unto him. It is a suggestive fact that after such struggles to gain access to a medical school for his own culture, he should thus be called as a teacher in the first school of medical science founded for his own race in America.¹⁸

Augusta served until 1877. From that date to his death on

¹⁶*Ibid.*, p. 117.

¹⁷*Ibid.*, p. 113.

¹⁸*Executive Documents*, 1869-1870, pp. 251-252.

December 21, 1890, he practiced in Washington, D. C. His remains are buried in Arlington National Cemetery.¹⁹

The founders of the Medical Department were not only devoted to the work, and well-trained, both in theory and in practice, but were also undaunted by difficulties. It took courage to appoint a woman and two Negroes to professorships in the new Medical Department. Furthermore the fact that the teachers were all part-time teachers created serious problems. If the day had been full with their private undertakings, the teachers came to their classes in the evening tired and weary, and if the day had been empty of work and profit, they probably came to work discouraged. In any event part-time teaching was unsatisfactory. The Board of Trustees was taken by surprise upon the opening of school in October, 1869, by a request from Bentley, to be permitted "to delay for the present his arrival in Washington."²⁰ This was typical of many sudden requests for brief leaves of absence. Others absented themselves without notice, and at some future meeting of their class attempted to crowd in two or more lectures. This happened so often that in 1871 the faculty went on record "that it is unwise to crowd their lectures too much."²¹ Another problem which gave some trouble was the fact that a teacher now and then would take apparatus belonging to the Medical Department to his private medical class.²²

But probably the most serious problem presented itself in 1873. That year the Trustees put the Medical Department on a self-supporting basis. That year also the enrollment was very small. The panic had reduced the earning power of the students and many withdrew from school. Any action on the part of the faculty which would probably increase the enrollment would at the same time reduce the income. And to reduce the income any further would almost entirely wipe out all salaries. The faculty decided nevertheless to remit all tuition regardless of the effect of this action upon their salaries. In 1874, each teacher received \$290 for his annual salary.²³

¹⁹Lot 124-C, Western Division.

²⁰The Manuscript *Records* of Howard University, Oct., 1869.

²¹O. O. Howard to Dr. Strong, May 15, 1871.

²²*M of B*, 1870-1871.

²³*Report of Dean of Medical Department*, 1874.

The significance of this meager salary is evident when it is recalled that in the beginning each professor received \$1,000 annually. After 1868 the salaries decreased, rapidly reaching that low mark in 1873-1874.

The faculty was not only devoted, well-trained, and courageous, but was also highly ethical. In December, 1871, it voted to ask Oscar Oldberg, who was a lecturer on practical pharmacy to resign. This request was made because Oldberg had advertised an antiseptic which he had invented. This antiseptic had been patented under the name of "Borobalsamine." His offense lay in the fact that, first, he had patented his product, and second had advertised himself as a teacher of Howard University. At a meeting of the faculty, January 5, 1872,²⁴ it was decided to inform Oldberg that if he would withdraw the statement that he was a member of the faculty of Howard University or the fact that his invention was patented, there would be no offense. He refused to do either and resigned under this protest:

I can not help drawing your attention to the fact that what is generally termed patent medicine here in the United States is *not* patented or even patentable, there being nothing new or original about them; most of them are secret nostrums which I disclaim ever having endorsed. This country is also the only place in which high professional authority would think of taking exception to a new remedy because it was found so valuable as to be caused to be patented, and this arises from the fact that all secret remedies and "cure-alls" are wrongfully classed as patent medicines, while in reality they produce, in many cases, as much harm as good, being *gotten up* by persons entirely ignorant of the extent of their responsibility.

The day will eventually come when there shall be a perfect equality of rights among men, when brick-layer's unions and medical associations shall be established on a more liberal basis, and those tottering structures and fossilized institutions which rest upon prejudice and selfishness shall be no more. Then, if not before, no university or college, in this or any other country, will regard it as a discredit to be mentioned in connection with the discovery of the aqueous solution of the balsamic gums, and its cures.

While I deem it an honor to be connected with Howard University, this honor was not sought by me, but I was requested to accept it, and did so, hoping to be useful. But—if the position must now in any way interfere with my honest efforts to prepare for myself those conditions which will en-

²⁴The *Evening Star*, Washington, D. C., December 7, 1871: "Borobalsamine"; *M of B*, February 3, 1872; *Minutes of Faculty of Medical Department*, January 4, 1872.

able me to further prosecute the study of my profession without the disadvantages of poverty—then I must, however reluctantly, decline the honor.²⁵

Oldberg remained with the University to the end of the term giving his services without charge. Some years after leaving the University, he joined in 1886 the faculty of Northwestern University and was appointed dean of the Pharmaceutical Department of that famous institution.²⁶

During the same year, 1872, the faculty was compelled to approve the dismissal of the University professor of chemistry, the former Dean Loomis. Loomis had secured from the Board of Trustees more money than was necessary to purchase a certain piece of apparatus for the department of chemistry. In the opinion of some members of the faculty the piece of apparatus purchased was obsolete.²⁷

While the teachers in the Medical Department prior to 1874 deserve great credit for their devotion, those who followed them, from 1873 to 1890, deserve to be enscrolled upon a formal roll of honor—Palmer, Augusta, Purvis, Baxter, Seaman, Graham, Hood, Lamb, and Clarke. During these years the Medical Department was on a self-supporting basis and no tuition was charged. The income, therefore, was so small that little or no compensation could be given the teachers. They taught for practically nothing.

By July 1, 1873, the Medical Department had reached the lowest point in its existence. The month before, the president and Trustees of the University had been severely criticized in the newspapers of the country for their management of the finances of the school. The finances had reached such a pass that the officers and teachers had been compelled to work for half pay or resign. Most of them resigned. Three of the former faculty of the Medical Department remained—Palmer, Augusta and Purvis. The future of the Medical Department was in their hands. Their spirit was expressed by Purvis, when he said:

While I regret the University will not be able to pay me for my services, I feel the importance of every effort being made to carry forward the Insti-

²⁵The Manuscript Records of Howard University, 1871. Oldberg to O. O. Howard, Dec. 12, 1871.

²⁶*The Records of Northwestern University*, 1886 to 1912.

²⁷*M of B*, May 1, 1872; May 4, 1872; April 9, 1872.

tution and to make it a success. I accept my appointment believing it to be my duty to assist the University to regain its feet. This is no time to criticize and no true friend of the Institution will²⁸

These three men met in the most momentous meeting of the medical faculty, to this day. The minutes of that meeting, brief but epoch making follow:

Freedmen's Hospital,
Washington, D. C., July 1, 1873.

Medical Faculty met this day at 6 p.m. present Profs. Palmer, Augusta & Purvis. The following officers were elected for the ensuing year.—Dean—Prof. G. L. Palmer, Secretary pro tem.—Prof. C. B. Purvis. A committee consisting of Prof's Augusta & Purvis were appointed to act in connection with the Board of Trustees in regard to selecting gentlemen to fill the professorships formerly occupied by Drs. Johnson, Reyburn & Strong, and to make such arrangements as would be for the general good of the institution. Prof. Augusta was elected to act as Dean during the temporary absence of the *Dean*. Adjourned

C. B. PURVIS,
Sect pro tem.²⁹

It was to this meeting and other meetings which followed that Dean Palmer referred when he said:

The early part of the year now closing was fraught with events and circumstances exceedingly embarrassing, and discouraging, to the members of the Medical Faculty, and very damaging to the Medical School. The act requiring the various professors to resign their positions, and leaving it optional with them to accept office and perform duties with little or no prospect of remuneration, for their services, was indeed, disheartening to all: but it served to show who were the false, and who were the true friends of the University and its principles. All its friends realized that something must be done to protect the treasury of the University, but few only, really understood how difficult it was to find competent men, willing to assume the duties and responsibilities of managing a Medical School, without compensation, and at the same time having their private practice damaged by the popular prejudice, which still exists, among the medical profession at least, against those who are connected with this institution. Four of the chairs of instruction became vacant early in the year, by these and other influences; the chair of Surgery by the resignation of Professor Robert Reyburn; the Chair of Theory and Practice of Medicine, by the resignation of Professor P. H. Strong; the Chair of Obstetrics, by the resignation of Professor J. Taber Johnson; and the Chair of Chemistry by the withdrawal, or dismissal of Professor Wm. C. Tilden. Efforts were also made at this time by the enemies of the Medical School, and by those who had hitherto claimed to be its friends, to have lec-

²⁸Purvis to O. O. Howard, June 16, 1873.

²⁹*Minutes of Medical Faculty*, 1873.

tures suspended; and the hope was evidently entertained, that the School would cease to exist. Discouragements were thrown around those physicians, who were solicited to fill the chairs; and several, who at first consented to be candidates, declined, under this pressure, to accept the positions tendered them. But after much effort, we were successful, and exceedingly fortunate, in being able to present to your board for election, the names of Dr. N. F. Graham as Professor of surgery, Dr. J. B. G. Baxter as Professor of the Principles and Practice of Medicine, and Dr. D. S. Lamb as Professor of *Materia Medica*, that chair having become vacant by the transference of Professor Purvis to the chair of Obstetrics; and we were equally fortunate in having Mr. F. T. Clarke, as University Professor of Chemistry.

The Medical Faculty thus constituted, have acted in perfect harmony among themselves, and they have exerted their best energies for the welfare of the students and for the interests of the University, and I think I may safely say, that they have given a better course of instruction during the past season, than has been given in any former year since the school has been organized.³⁰

After 1890 with the income from tuition restored and, with some help from miscellaneous sources, it was possible to increase the compensation given the teachers. But not until 1931 when the Federal Government began to appropriate for salaries were the salaries at all adequate to attract competent men.

From 1868 to 1874 the income of the Medical Department was allocated as follows:

1868 to 1874 ³¹		
<i>Dates</i>	<i>Salaries</i>	<i>Other Expenses</i>
1868-1869 -----	\$5,050.00 -----	\$1,360.14 -----
1869-1870 -----	7,500.00 -----	785.00 -----
1870-1871 -----	8,600.00 -----	169.55 -----
1871-1872 -----	4,930.00 -----	435.95 -----
1872-1873 -----	8,416.43 -----	250.33 -----

From 1873 to 1890 the income of the Medical Department was allocated as follows:

1873-1890 ³²	
<i>Dates</i>	<i>All Expenses including Salaries</i>
1873-1874 -----	\$2,120.00 -----
1874-1875 -----	930.00 -----
1875-1876 -----	520.00 -----
1876-1877 -----	380.00 -----
1877-1878 -----	894.00 -----
1878-1879 -----	1,059.00 -----

³⁰*Report of Dean Palmer, May 20, 1874.*

³¹Financial Statement of Howard University: see Chapter XXI.

³²*Ibid.*

1879-1880	1,476.00
1880-1881	1,351.00
1881-1882	2,019.00
1882-1883	2,631.00
1883-1884	2,822.00
1884-1885	3,070.00
1885-1886	4,288.00
1886-1887	5,436.00
1887-1888	7,084.00
1888-1889	7,000.00
1889-1890	7,119.00

When it is recalled that during the period from 1873-1890 there were each year in the medical faculty from 9 to 16 teachers, it becomes evident that during some years each teacher received as an annual salary practically nothing.

Nevertheless, prior to 1908, this underpaid faculty of the Medical Department was unusually influential in University affairs.

In the beginning this faculty and the Board of Trustees of the University were, in personnel, practically one. At the first meeting of the faculty of medicine (1868), fifty per cent of those present were members of the Board. This vital connection of the faculty with the Trustees was the chief source of the faculty's power.³³ The recommendations of the faculty were practically actions of the Board. When the faculty recommended the appointment of a teacher or his dismissal, it was done; when it recommended a salary or its reduction or its increase, it was approved. And annually, the faculty elected its secretary-treasurer and dean.³⁴

As the other Departments grew, jealousy developed because of the advantages which accrued to the medical faculty through this Board connection. The faculty of law protested. It was decided in 1870 that each Department hereafter should be represented on the Board by one of its members elected for that purpose.³⁵ This brought about some degree of equality. But the medical faculty was still at an advantage being represented by this elected member and by its dean, who had been a mem-

³³*H. U. M. D. passim.*

³⁴*H. U. M. D. passim.*

³⁵See Chapter XXVII.

ber of the Board from the beginning.³⁶ Finally no person was allowed to attend the meetings of the Trustees except members of the Board and persons specially invited.³⁷

While the medical faculty lost much of its influence because of this action on the part of the Board of Trustees, by another vote by that same body in 1873 the medical faculty was made practically autonomous.³⁸ The faculty of the Medical Department assumed the entire control and support of the Department. From 1873 to 1907, therefore, the Department was practically independent. About 1908 another agreement was entered into concerning the support and control of the Medical Department. A committee of seven was appointed. On this committee were the president of the University, two trustees of the University, the dean, and the secretary-treasurer of the Medical Department, and two other professors of medicine. In addition, the Trustees agreed to guarantee a certain maximum amount of money for the support of the Medical Department. This agreement continued until 1921.³⁹ At that time, this committee was abolished, and the office of the secretary-treasurer of the Medical Department was abolished also. The collection and the expenditure of all monies became the duty of the secretary-treasurer of the University. At this time also the Trustees assumed a larger responsibility for the support of the Department. This increased financial support on the part of the Trustees of the University together with an increase in the contributions from private philanthropy after 1921,⁴⁰ and the financial support given by the Federal Government after 1931, have been largely responsible for the recent growth and achievement of the School of Medicine.

*Deans of School of Medicine*⁴¹

Silas L. Loomis.....	1868-1870
Robert Reyburn	1870-1871
Gideon S. Palmer.....	1871-1881
Thomas B. Hood.....	1881-1900

³⁶*Ibid.*

³⁷*Ibid.*

³⁸*M of B*, 1873, Edward A. Balloch to Walter Dyson, a letter, March 27, 1931.

³⁹Edward A. Balloch to Walter Dyson, a letter, March 27, 1931.

⁴⁰*Reports of Presidents of Howard University.*

⁴¹*H. U. M. D.*, *passim*.

Robert Reyburn	1900-1908
Edward A. Balloch	1908-1929
Numa P. G. Adams	1929-1940
Joseph L. Johnson (acting)	1940-

Secretary-Treasurer

Joseph Taber Johnson	1868-1873
Charles B. Purvis	1873-1896
Furman J. Shadd	1896-1908
William C. McNeill	1908-1920

But the faculty of the Medical Department with its devotion, efficiency, courage and character, could not have developed the School to the point of efficiency it had attained by 1931 without the services of a large hospital. This it had from the beginning.

In July, 1866, Congress amended the Freedmen's Bureau Act of March 3, 1865. By this amendment, the Bureau was given the power to care for the sick, lame, insane and blind.⁴² This was the beginning of the Freedmen's Hospital of today. During the Civil War, the secretary of war had erected hospitals wherever needed. By this amendment it was possible for the Bureau to assume support and control of these hospitals. Between 1866 and 1868 the Bureau operated 56 hospitals and 48 dispensaries. When the Bureau began to close up its work in 1868, it became necessary to provide for the sick in these hospitals. Upon certain conditions, the hospitals were offered to the communities in which they were located. All of the cities accepted the property upon the conditions laid down, except Richmond, Virginia and Washington, D. C. The authorities in these cities considered the problem of caring for the sick in their midst as too expensive for the local community. Immediately, therefore, the inmates of the hospitals in these two cities were moved to a hospital in Washington, D. C.⁴³

Since 1862 the War Department had operated one or more hospitals in the District of Columbia and in nearby Virginia. At one time the hospital in Washington was located at 12th and R Streets. In 1865 it was transferred to 7th Street and Florida Avenue, Northwest, and was known as Campbell Hospital. But this hospital was then on the verge of closing. It was

⁴²Act of July 16, 1866.

⁴³H. U. M. D., pp. 8-15.

clearly evident, therefore, that some permanent provision must be made for the incurables—two or three hundred of whom were in Campbell Hospital. Official descriptions of them read like this:

OLD AGE

Arthur Epps, 108 years; born in Dinwiddle County, Virginia, a slave, has raised a family of fourteen children; nine of them sold into slavery; is blind, and has no relations to aid in his support.

John Washington Thomas, 95 years; born in Prince George County, Maryland; has raised a family of six children; all sold from him into slavery.

Hannah Bomm, 90 years; born in King William County, Virginia, a slave; has raised six children; five died; the sixth sold into slavery.

Mary Bagley, 85 years; born a slave, has been sold four times; her children all sold into slavery.

Lizzie Thomas, 90 years, born in Prince George County, Maryland; a slave; has raised nine children; six of them sold in youth; sent to Richmond.

DISABLED

Thornton Jackson, 60 years of age; born a slave; was officer's servant in the army, and became crippled from rheumatism induced by camp life; is entirely unable to labor.

Harry Adams, about 45 years old; born a slave; had rheumatism in childhood, and subsequently an unreduced dislocation of the hip and knee joints, the results of an injury while in the service of his master.

Jenny Gordon, 45 years, and Richard Griffing, have had both legs amputated since emancipated.

Page Ann Magee, age 35 years, from the effects of a disease while a slave, has a complete ankylosis of the spinal column.

BLIND

Arthur Epps, mentioned in case of old age.

Benjamin Brooks, 95 years old; has been blind twenty (20) years; always a slave.

Hannah Brown, 85 years; born in King William County, Virginia; a slave; has been blind fifteen (15) years; has raised five children; all died or sold into slavery while young.

Roberta Jackson, age 35 years; Cornelius Hawkins, aged 30 years; all became blind while slaves.

INSANE AND IMBECILE

Robert, nicknamed Bob Kelly; hopelessly idiotic, evidently from insanity; can give no history of himself.

Chauncey Harris, 25 years; a most complete idiot; has not sense enough to know when to eat or drink; no history of his life.

Daniel Scott, 25 years; imbecile from the result of an injury received while a teamster in the army; no further history of him.

Sally Spillwell, about 50 years old; a singular case of lunacy and mono-

mania; born in Westmoreland County, Virginia; has been several times sold into slavery.

These are not extreme cases, but fair representations of upwards of two hundred (200) freed people from nearly every one of the southern states, who are wholly without friends able to aid in their support, whose dependence can be fixed upon no locality, and who are as hopelessly unable to do anything for themselves as infants.

These persons having been born and reared in slavery, as well as become thus dependent through the result of slavery, are most clearly subjects of support from the general government.

I would urge upon Congress, through you, the necessity of making special provision for the support through life of such freed people.

There are in Virginia and in all other southern states many more similar cases who must end their days in want unless an asylum especially adapted to their support be established by the general government.⁴⁴

General Howard was successful in persuading the Federal Government to erect a permanent hospital on land belonging to Howard University for these unfortunates.

It was hoped by the founders of the Medical Department that this new hospital would be finished in time for the opening of school in the fall of 1868. But because of an accident it was not finished until a year or so later. The Medical Department opened, nevertheless, as scheduled, in a frame building on "7th Street Road."⁴⁵

During 1869 the Department moved into the new hospital building. But, for many years, the teachers were apprehensive lest the privilege of using its facilities would at any time be withdrawn from the faculty and the students. This fear prompted them to consider joining a group of colored men of Washington, D. C., who were planning at the same time to open a hospital. Their aim was to have this private hospital associated with the Medical Department of Howard University. This venture failed.⁴⁶ Meanwhile, plans were made for the incorporation of another independent hospital. This was incorporated March 25, 1870.⁴⁷ This Washington General Hospital and Asylum, as it was called, was never opened be-

⁴⁴*Fourth Annual Report of the Assistant Commissioner of Bureau of Refugees, Freedmen, and Abandoned Lands for the District of Columbia, West Virginia, Maryland and Delaware*, October 10, 1868, pp. 28-29, Washington, Government Printing Office, 1868.

⁴⁵*H. U. M. D.*, p. 12.

⁴⁶*M of B*, February 3, 1868, June 15, 1868, December 29, 1868.

⁴⁷*H. U. M. D.*, p. 274, Appendix B.

cause Freedmen's Hospital, sometimes called Washington General Hospital and Asylum, became a more and more permanent adjunct of the Medical Department. It was for that reason among others, i.e., to bind the hospital to the University, that General Howard, nominated Robert Reyburn for a position on the medical faculty. Reyburn was the official head of the Freedmen's Hospital of the District of Columbia from 1868 to 1875. The Freedmen's Hospital gradually became a general hospital open to all—"a poor man's retreat,"⁴⁸ and not merely a hospital for disabled soldiers. By 1871 the name "Freedmen's" was substituted for "Washington," the hospital then being named Freedmen's General Hospital and Asylum. When the Freedmen's Bureau closed in June, 1872, this hospital was placed for a short time under the Secretary of War but later it was placed under the supervision of the Interior Department of the Federal government.⁴⁹

Since 1939 the Freedmen's Hospital has been under the supervision of the Federal Security Agency. And since that date there has been a close co-operative arrangement between the Howard University School of Medicine and Freedmen's Hospital. The professional staff of the hospital is nominated by the University and appointed by the Federal Security Agency. A committee of six which is appointed by the Federal Security Agency has the direct control of the hospital. On this committee are: the dean of the School of Medicine, the director of the hospital, three professors of the School of Medicine and a chairman who is selected by the Federal Security Agency. The University pays the professional staff and the Federal Government pays the administrative staff. The chairman of the committee of six is the liaison of the two staffs.

About 1904 the Federal Government began to build a new hospital upon land belonging to Howard University. This land was leased to the Federal Government for one-dollar a year for 99 years upon the condition that the hospital would always be at the service of the students and faculty of the Medical Department.⁵⁰ This building was completed about 1909.

⁴⁸*H. U. M. D., passim.*

⁴⁹*Ibid. Report of Dean of Medical Department, 1874; The Resignation of Reyburn, March 20, 1875.*

⁵⁰*Report of the President of Howard University, 1909.*

In 1868 with the aid of the old hospital, the Medical Department opened with "the four main fundamental branches of medicine, namely: chemistry, anatomy, materia medica, physiology, and clinical lectures on operative surgery." This course was advertised as a preliminary course.⁵¹ By 1872 obstetrics, diseases of women and children, the practice of medicine, the use of the microscope, botany, and additional courses in practical anatomy and surgery were added. In addition, during each afternoon from three-thirty, a clinic was held by one or another of the professors.⁵²

This continued to be the course, in general, for about twenty years. It was a lecture-course. Beginning with the 90's, however, laboratory work began to be emphasized as a part of the regular course of study. Before that date laboratory work, when given at all, was offered outside of the regular course. Usually laboratory work in chemistry and anatomy was offered during the months of April and May after the close of the regular session. The regular session was five months long and closed about the first of March. After one month of vacation, any student who had failed in a regular course or who had the time and money to devote to study during the spring could enter this spring course. Even during this period laboratory work was conducted in a crude and poorly furnished laboratory. What practical work was given, however, was due to the energy and devotion of the teachers. Since from the beginning no teacher of chemistry remained longer than two years, very little was accomplished before the appointment of William H. Seaman in 1874.⁵³ After fifteen years of strenuous effort on his part, laboratory work in chemistry became a part of the regular course. In 1890 the medical course was made a six-month course. With this extra spring month was added also the spring laboratory-work which was conducted during this month.⁵⁴

During the 1890's also under the direction of J. Melvin Lamb and W. W. Alleger, the old course known as microscopy was developed into a bacteriological and histological laboratory.

⁵¹*H. U. M. D.*, pp. 6-7.

⁵²*General Catalogue*, 1871-72, p. 57.

⁵³*H. U. M. D.*, pp. 27, 49-50.

⁵⁴*Ibid.*

This laboratory work was greatly improved about 1895 by the addition of an annex to the medical school building.⁵⁵ By 1900 this histological laboratory was, with the exception of the government laboratory, "the best in the District of Columbia."⁵⁶ The courses were also improved about 1895 by the erection of an amphitheater. The acoustics and vision in the old lecture rooms were not conducive to learning. This amphitheater accommodated 300 students and was called the Hood Amphitheater.⁵⁷

Clinical instruction, which began with such great promise because of the service rendered by the old hospital, suffered a set-back about 1873, when the surgeon-in-chief of the hospital, Reyburn, became somewhat hostile to the Howard Medical Department. He was at that time a professor at Georgetown College. So serious did his opposition to the Medical Department become that the Trustees of Howard University asked the secretary of the interior to dismiss him and appoint the dean of the Medical Department, Palmer, as surgeon-in-chief. This was done in 1875,⁵⁸ and clinical instruction took on new life. Several other changes were made during the 90's which improved the course of study in the Medical Department. Before 1892 the Department was not carefully classified. The whole student body was referred to at times as "the medical class."⁵⁹ In 1892, when a fourth year in medicine was added, the whole department was more carefully classified and in addition each course of study was more carefully graded. For example, Chemistry 2 would follow Chemistry 1, etc.⁶⁰ Another change in the interest of more effective teaching was introduced when in 1919 the number of applicants each year was reduced.⁶¹ By 1927 the number received each year in medicine and dentistry had been reduced to fifty. By that date also the whole course of study in the Medical Department had been divided into two parts. During the first two years, laboratory subjects, in general, were offered; and, during the junior and

⁵⁵*H. U. M. D.*, pp. 61-67 and 49-51.

⁵⁶*Ibid.*

⁵⁷*Ibid.*

⁵⁸Reyburn resigned March 20, 1875. See *M of B*, March 20, 1875.

⁵⁹*H. U. M. D.*, *passim*.

⁶⁰*Ibid.*

⁶¹*General Catalogue*, 1919-1920.

senior years, the student's time was devoted to the clinical subjects in general.⁶² It was not, however, until the erection of Thirkield Science Hall in 1910, the erection of the new Medical School building in 1928, and the new chemistry building in 1936, that the School of Medicine had the physical foundation for a first class medical education.

In the beginning, the Medical Department was a unit. During 1870 the Pharmaceutical Department was formally organized, and during 1882, the Dental Department was organized. It was known thereafter as "The Medical Department comprising the Medical College, the Dental College, and the Pharmaceutical College."⁶³ The name was changed to the School of Medicine in 1907.⁶⁴

PHARMACY

While the first regular graduate of the "Medical Department" was from the course in pharmacy which closed March 3, 1870, this course was not differentiated from medicine proper until the beginning of that year, January 17, 1870.⁶⁵ At that time Charles B. Purvis was elected, professor of materia medica; G. S. Palmer, professor of pharmacy; and S. L. Loomis, professor of chemistry. In June 1871, the Trustees added to this faculty, Oscar Oldberg, a druggist of Washington, D. C., as lecturer on practical pharmacy and William H. Seaman, as lecturer on botany. Both served without pay.⁶⁶ During 1904-1905 pharmacy which began in 1868 as a two-year course was made three.⁶⁷ In 1922-23 the course was extended to four years.⁶⁸ A student, however, as late as 1935 received the degree of pharmaceutical chemist by pursuing a three-year course.⁶⁹ The enrollment in the beginning was very small. One student graduated in 1870; one in 1872 and not another until 1880.

⁶²*General Catalogue*, 1927-1928.

⁶³*H. U. M. D.*, p. 39, *et passim*.

⁶⁴*General Catalogue*, 1906-1907, p. 62.

⁶⁵*H. U. M. D. passim*.

⁶⁶*Ibid.*

⁶⁷*General Catalogue*, 1904-1905; *H. U. M. D. passim*.

⁶⁸*General Catalogue*, 1922-1923.

⁶⁹*General Catalogue*, 1934-1935, p. 398.

DENTISTRY

Dentistry was introduced at Howard University during the early 80's. About October 11, 1881, James Hodgkins of the medical faculty was instructed to lecture to the medical class on practical dentistry. The next year, N. W. Whitcomb, of Buffalo, New York, was appointed professor of operative dentistry, to lecture to those "desiring it" for which "a small fee" was charged. Six students elected the subject. "Extraction of teeth" was about all the course embraced.⁷⁰

It was not until 1884 that the first regular lectures in dentistry were delivered. Starr Parsons and N. W. Whitcomb were then in charge. By 1885-86, a dental student, before graduation, "should treat some patient" and "bring the patient before the Professor of Operative Dentistry"; prepare an "artificial case" and "bring the patient before the Professor of Dental Mechanics"; "prepare at least one approved specimen case made at the college building to be deposited in the University collection"; "present a written thesis on some dental subject"; also "provide himself with such instruments as were necessary in the infirmary and laboratory."⁷¹

The enrollment for the first years was very small.⁷²

Year	Students	Graduates
1882-1883 -----	6	0
1883-1884 -----	5	1
1884-1885 -----	2	1

From 1884 to 1893 dentistry was a two-year course.⁷³ It was extended to three in 1893 and to four in 1916.⁷⁴ Since the completion of the new medical building in 1928 the old building has been devoted almost entirely to dental instruction.⁷⁵

⁷⁰*H. U. M. D.*, p. 43, *et passim*.

⁷¹*Ibid.*

⁷²*General Catalogues*, March, 1882-March, 1885.

⁷³*H. U. M. D.*, *passim*.

⁷⁴*Ibid.*, "At the last meeting of the National Association of Dental Faculties, it was voted that beginning with the session of 1917-1918, the schools belonging to this Association should increase their course from three to four years. The requirement applies to this School, and went into effect October 1, 1916." See *General Catalogue*, 1916-1917, pp. 181, 183; also see *Catalogue of Medical Department*, 1903-1904, p. 3; *H. U. M. D.*, p. 51.

⁷⁵*General Catalogue*, 1929-1930.

ORDER OF LECTURES, MEDICAL DEPARTMENT, SESSION 1872-'73⁷⁷

The Fifth Annual Course of Lectures commenced Monday, October 7, 1872, and will terminate the last week in February, 1873

CLINICAL INSTRUCTION

<i>Hours</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
3½ p.m.	Medicine: Prof. Strong	Nervous Diseases: Prof. Palmer	Surgery: Prof. Reyburn	Disease of Eye: Dr. Barrows	Obstetrics and Dis- eases of Women and Infants: Prof. Johnson	Diseases of Chest: Prof. Purvis
DIDACTIC INSTRUCTION						
5½ p.m.	Materia Medica and Medical Jurisprudence: Prof. Purvis	Physiology and Hygiene: Prof. Palmer	Materia Medica and Medical Jurisprudence: Prof. Purvis	Physiology and Hygiene: Prof. Palmer	Materia Medica and Medical Jurisprudence: Prof. Purvis	Physiology and Hygiene: Prof. Palmer
6½ p.m.	Descriptive and Surgical Anatomy: Prof. Augusta	Surgery: Prof. Reyburn	Descriptive and Surgical Anatomy: Prof. Augusta	Surgery: Prof. Reyburn	Descriptive and Surgical Anatomy: Prof. Augusta	Surgery: Prof. Reyburn
7½ p.m.	Obstetrics and Dis- eases of Women and Children: Prof. Johnson	Chemistry: Prof. Tilden	Obstetrics and Dis- eases of Women and Children: Prof. Johnson	Chemistry: Prof. Tilden	Obstetrics and Dis- eases of Women and Children: Prof. Johnson	Chemistry: Prof. Tilden
8½ p.m.	Practice of Medi- cine: Prof. Strong	Practice of Medi- cine: Prof. Strong	Practical use of Microscope: Dr. Cheyney	Practice of Medi- cine: Prof. Strong	Botany: W. H. Seaman	Practice of Medi- cine: Prof. Strong
9½ p.m.	Practical Anatomy: Dr. Cheyney	Practical Anatomy: Dr. Cheyney	Practical Anatomy: Dr. Cheyney	Practical Anatomy: Dr. Cheyney	Practical Anatomy: Dr. Cheyney	Practical Phar- macy: Prof. Palmer

⁷⁷General Catalogue, 1871-1872, p. 57.

TEXT-BOOKS AND WORKS OF REFERENCE, 1872-1873

Surgery—Druitt's Surgery; Gross' Principles and Practice of Surgery; Paget's Surgical Pathology; Macleod's Surgical Diagnosis; Holmes' System of Surgery.

Obstetrics—Cazeaux's or Bedford's Obstetrics; Thomas and Hewitt on Diseases Peculiar to Women; Atthill on Diseases of Women, and West or Tanner on Diseases of Children.

Anatomy—Leidy's Elementary Treatise on Human Anatomy; Wilson's Anatomy, with Kolliker's Microscopical Anatomy; Sharpey and Quain's Anatomy; Gray's Anatomy; Agnew's Dissector and Hodge's Dissector. Institutes of Medicine—Marshall's Physiology; Dalton's Physiology; Draper's Physiology; Beal on the Microscope.

Materia Medica—Stille's or Biddle's Materia Medica; Carson's Synopsis; Wood and Bache's Dispensatory; Headland upon the Action of Medicine.

Practice of Medicine—Flint's, Wood's, or Bennett's Practice of Medicine; Walsh on the Diseases of the Heart and Lungs; Tanner's Practice of Medicine; Reynold's System of Medicine.

Chemistry—Towne's Chemistry—last ed.; Attfield's General Medical and Pharmaceutical Chemistry; Shmann's Physiological Chemistry; Taylor's Toxicology.

Botany—Wood's Botany.⁷⁶

THE SCHOOL DAY

The School of Medicine was in the beginning an evening school. The first day extended from 5 p.m. to 9:30 p.m., the "time customary in the Medical and Business Colleges of the District and . . . most acceptable to the standards of this city." During 1870 and thereafter, clinical lectures began "at 3:30 daily except Sunday." This time was chosen "because it accommodated the clerks in the Government Departments who constituted a large part of the Medical students and whose official day at that period ended at 3 p.m." In 1871 "Practical Anatomy and Pharmacy," began at 9 p.m. The day, then, extended from 3:30 p.m. to 10 p.m.⁷⁸ This custom continued until 1903. At that time, the lectures, recitations, and practical work of the freshman and sophomore classes were scheduled "mainly" for the day instead of the evening as before. By 1908, all classes were scheduled for the day. From 1908 to 1910, a four-year course was conducted during the day, and a

⁷⁶*General Catalogue*, 1871-1872, p. 58.

⁷⁸*H. U. M. D.*, p. 25; *General Catalogue*, 1904-05, p. 31; *Ibid.*, 1905-06, p. 31; *Ibid.*, 1906-07, p. 71. Medicine became a day course in 1904-1905; Dentistry, 1906-07; Pharmacy, 1907-08.

five-year course during the evening. Since 1910 the evening classes have been discontinued and all classes in the School of Medicine have been conducted during the day.

THE SCHOOL YEAR

The first year of the Medical Department was less than four months in length, about fifteen weeks, from November 8 to March 1. From 1869 to 1890, the year was five months, or twenty weeks. One month was added during 1890, another in 1895—making a term of seven months or twenty-eight weeks. Since 1906 the year has extended from October to June—eight months or thirty-two weeks. By 1928 the year was exactly twice as long as at first and was divided into two semesters. From the beginning a student who failed to graduate at the March commencement could review in the spring and graduate in June. In 1873, a "Summer Session" was held which was probably the nucleus of the second semester. From 1930 to 1934 the year was divided into quarters; since 1934 it has been divided into semesters.⁷⁹

STUDENT BODY

School opened for class-room instruction Monday evening, November 9, 1868, at 5 p.m. On the evening of Thursday, November 5, in the First Congregational Church of the city, was delivered this freshman lecture:

THE FIRST FRESHMAN LECTURE

Members of the medical class, you enter upon a high and holy vocation, one fraught with toil and anxiety and peril, yet to the faithful and worthy, one of constant blessings. You assume to be a co-worker with Him who gives us life. You assume to preserve what He bestows. The physician walks as in a dim twilight along the shore of an unfathomable sea, scarcely able to penetrate a foot-step before him, yet never in uncertainty or hesitation, knowing that the same omnipotent hand holds that ever restless wave as fixed as the eternal hills, and feeling that man may safely walk where God has gone before him.

Along, this, to us uncertain boundary, he makes his way questful of the healing balm and the waters of life that he may hasten with the precious gift of heaven, not with shout and banner, but rather as the angels come, silent and unheralded, to the couch of pain and suffering and touch the wasted

⁷⁹*Sixth Annual Report of the President of Howard University*, 1873, p. 9; *H. U. M. D.*, pp. 28-29; *The Evening Star*, Washington, D. C., May 1, 1933, A-10, col. 1; *Report of President Durkee*, June 5, 1923.

frame and say rise up and walk. None whose pursuit lies so continuously near the unfathomable beyond. None who walks a path so fanned by human sighs, so moistened by the ever-falling dewdrops of sorrow. None on whose words hang so much of hope and trust or fear and dread. None to whom throbbing hearts, in the wild hour of helplessness and despair, turn with such supplication. When danger comes we turn to the wise and skillful physician as to our last, truest, and truest friend. As the darkness dims our horizon he stands by our side to fight our battle for us, and when we are laid helpless upon our bed, over our prostrate body he still struggles to keep the unseen enemy at bay. And if, in the conflict, reason is overthrown and we are left to wander in darkness and the shadow of death, he follows us still, if perchance he may bring us back again to the realm of light. It is one of our dearest, sweetest consolations that when these sorrowful hours shall come to each of us, as come they must, we may feel that the one to whom we have trusted our all of life and hope and love will never leave nor forsake us till he brings us back to health, or till the spirit is called home by its Giver.

What a field of honorable toil is here! How limitless its opportunities for good! How worthy the life that uses them well! Such toil, such opportunities, and such honor open to the patient, conscientious, and faithful student of medicine. May the after years of your lives my young friends, justify the hopes of the present hour, and along your sometimes weary student's life may you never forget that success comes only of patient toil, and that patient toil never fails of success.⁸⁰

FIRST CLASS

Eight students, all men—seven colored, one white, seven in medicine, one in pharmacy, was the first enrollment:

*Bennit, William	.....	New York City
Bowen, James L.	.....	District of Columbia
Bronaugh, Franc W.	.....	New Jersey
Brooks, George W.	.....	District of Columbia
Crusor, Washington F.	.....	District of Columbia
Jordan, Jesse P.	.....	Maryland
Stewart, William H.	.....	District of Columbia
**Wormley, James T.	.....	District of Columbia
*White.		
**Pharmacy.		

ENTRANCE REQUIREMENTS

No doubt all of the first class were admitted without condition. The entrance requirements were very low. "Persons of all religions, all nationalities, all colors and both sexes, are equally admitted to the privileges of this school, provided they

⁸⁰Howard University Catalogues and Reports, 1868-92, "Address of Lafayette C. Loomis, November 5, 1868"

possess good moral characters and have the requisite intellectual abilities and acquirements."

This was probably true in November, 1868, for the resolution requiring membership in some "Evangelical Church," for all persons connected with the University was rescinded December 7, 1868.

The first students simply furnished evidence of "good moral character" and paid the fees. Even the fees were remitted in part "if indigent," or if a "regularly ordained" clergyman, or if a graduate of a "regularly chartered medical college."

Beginning with 1870 to matriculate one must have "a thorough English education," must "have studied the elementary treatises on mathematics," and must "have a sufficient knowledge of the Latin language to understand prescriptions and the medical terms in common use."⁸¹

By inference eighteen years was the minimum age for registration, for in 1872-73 a graduate must have attained his twenty-first year.

These were the entrance requirements until 1903, when a high school education or its equivalent was required. Since 1914-15, two years of college work have been required to enter medicine, and since 1920-21 one year to enter dentistry.⁸² Since 1930 two years of college work have been required to enter dentistry.

ENROLLMENT

The enrollment for the first six years was small. In 1868-69, eight matriculated; in 1869-70, twenty-four; in 1870-71,

⁸¹Jos. Taber Johnson, *The Third Annual Course of Lectures* Oct. 5, 1870. Howard University opened with four white girls, daughters of two Trustees—D. B. Nichols and E. W. Robinson; the Medical Department opened with one white man and seven Negroes. By 1885-6, 53 per cent of the enrollment of the Medical Department was white; during 1887-8, 60 per cent was white. Since then, the percentage of white students has fallen off. In 1899-1900 they were 17 per cent of the enrollment; in 1929-30, 365 were black and three were white. At the commencement of 1887, a Negro was valedictorian of the medical class, a white man was valedictorian of the dental class, and a white woman of the pharmaceutical class.

⁸²*Catalogue of Medical Department*, 1921-22. The Dental College became a member of the Association of American Dental Faculties in 1904. The College of Pharmacy became a member of the American Association of Colleges of Pharmacy in 1927. The College of Medicine joined the Association of American Medical Colleges in 1891. Today it is rated A-1.

twenty-four; in 1871-72, forty-eight; in 1872-73, forty; in 1873-74, twenty-one. Five women registered for the second session; two for the third; six for the fourth; four for the fifth; two for the sixth.⁸³

The geographical distribution of the graduates and undergraduates of 1871-72, was very interesting.⁸⁴

Austria	1	Maine	2
District of Columbia.....	5	New York State.....	2
England	1	New Jersey	2
Georgia	1	New Hampshire	1
Indiana	1	Ohio	1
Illinois	1	Pennsylvania	6
Kentucky	3	Prussia	2
Liberia	1	Scotland	1
Massachusetts	2	Virginia	2
Maryland	3	West Indies	6

FEES

Because of the small enrollment in 1872-73 the fees were reduced in 1873. Tuition and matriculation in 1872-73 were \$135.00. In 1873 they were reduced to \$115.00. The students of the first term had paid in 1868, \$105.00; those of the second term in 1869, \$195.00; those of the third term in 1870, \$130.00. A reduction in tuition fees in 1873 did not materially increase the enrollment. So, during 1874, all tuition fees were remitted, not to be charged again until during the 80's.

Evidently very few students in the University actually paid the fees. This was because of the many exemptions. The total income of the University from fees for the year 1868-69 was \$335.00; the total income for the next year was \$360.00.

⁸³This enrollment is given in *Howard University Medical Department*, p. 143. The enrollment for the corresponding years given in the *Annual Reports* of the Presidents of the University does not agree with this. For example, the report for 1870 gives twenty-three for 1869-70; the report for 1871 gives thirty-one for 1870-1871; the report for 1872 gives "over forty," for 1871-72; the report for 1873 gives thirty for 1872-73. The report for 1870 gives five for the first session of 1868-69. From reliable sources, it is established that eight attended the first session. Their names are in the records. But just how many attended the second and subsequent sessions prior to 1874 is doubtful. "Over 40," and "number has nearly doubled that of the preceding year" and "only about twenty-four"—such inexactness in the reports of the deans and of the presidents makes accuracy impossible.

⁸⁴*General Catalogue*, 1871-72, pp. 54-55.

It was also evident that the students did not pay but a small percent of what it cost to educate them. During 1868-69 the University expended for "salaries and material for lectures" \$6,510.14. The same year, the students paid in fees \$335.00. The next year, the University expended for instruction \$8,386.75. That year, the income from fees was \$360.00. This small income from fees explains in part the \$100,000 debt of the University by 1874.⁸⁵

CO-EDUCATION

But the constantly increasing deficit of the Medical Department was not the only problem. Co-education in medicine was also a serious problem. On February 17, 1873, the faculty received a communication from two women students, "complaining of ill treatment and insults from some men students, and that the Demonstrator and janitor did not give them proper facilities for Practical Anatomy." After investigation the faculty passed the following resolution:

Resolved, That the Dean be directed to communicate to the students of the College the vote of the Faculty concerning such persons as were guilty in the recent discourtesies shown to the lady students, and that he express in the strongest terms the disapprobation of the Faculty thereat, and also that he announce their inflexible determination to carry out to the letter the spirit and intent of the organic law of the University, which provided for the education of both sexes, and that their (the ladies') interests shall be equally cared for under any and all circumstances.

The Medical Alumni Association also took action in the matter on March 22, 1873, as follows:

Whereas an unjust discrimination is being made against certain members of our profession on account of sex: Therefore be it resolved: That we discountenance and denounce said discrimination as being unmanly and unworthy of the profession: That we accord to all persons the same rights and immunities that we demand for ourselves: That said discrimination rests upon the basis of selfish interest or ignorant prejudice: That we highly appreciate and honor intellect and capacity without regard to nationality or sex: And that a copy of these resolutions be forwarded by the Secretary to the Medical Faculty of Howard University with a request that they be read before the Medical class.⁸⁶

⁸⁵*Studies in History*, No. 8, 1927, p. 5.

⁸⁶*H. U. M. D.*, p. 23.

THE ALUMNI

Graduates

James T. Wormley was the first regular graduate of the "Medical Department." He received the degree of doctor of pharmacy, "Phar.D.," March 3, 1870.

The first regular graduates in medicine proper were:

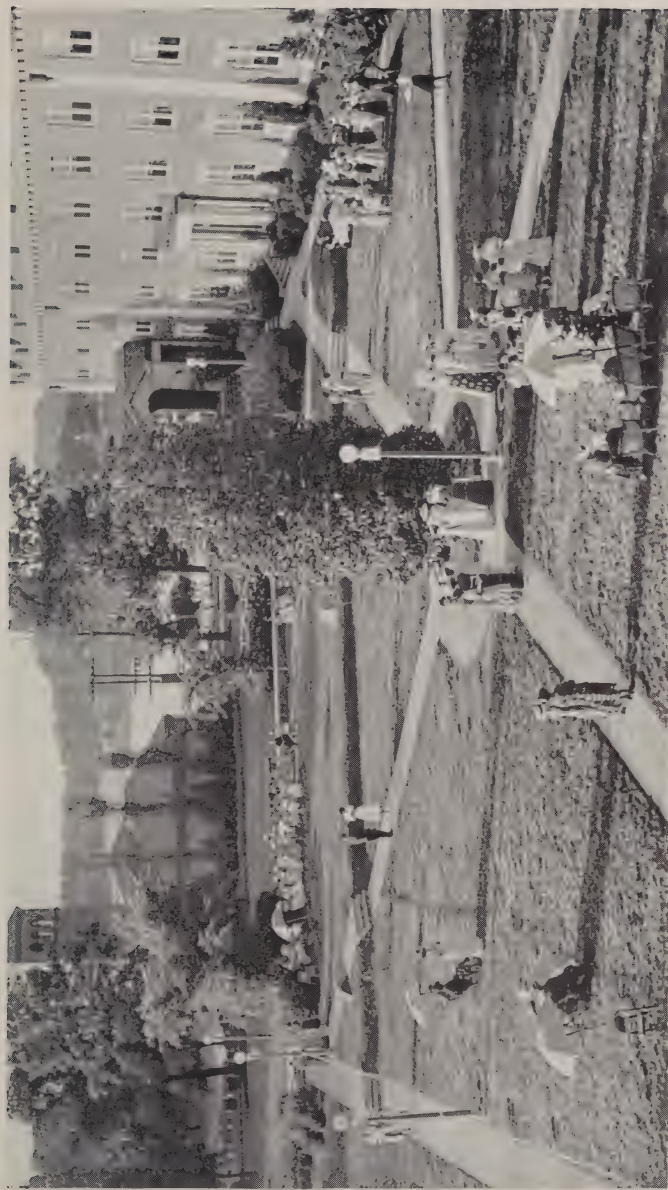
1. Danforth B. Nichols
2. Joseph A. Sladen
3. James L. N. Bowen
4. William N. Bennit
5. George W. Brooks

These five men, three white and two colored, finished in 1871. In 1872, eleven graduated; in 1873, five; in 1874, six; in 1875, four. In the class of 1872 was the first woman graduate—Mary Dora Spackman. So proud was the medical faculty of the fact that women were attending the Medical Department that they printed Mary D. Spackman's name in the catalogue as an example of a successful woman physician.⁸⁷ The following women have graduated since 1872:

Abrams, Marie R.	Oral Hygiene	1935
Armstead, Mary E. Minor	Medicine	1904
Barnes, Florence	Pharmacy	1936
Baker, Maude C.	Medicine	1907
Baker, Mary D.	Medicine	1896
Baker, F. Evelyn	Oral Hygiene	1935
Ball, Gladys C.	Pharmacy	1933
Barstow, Kate Dellcourt	Medicine	1884
Batey, Olivia	Pharmacy	1907
Beason, Cordelia E.	Pharmacy	1923
Bell, Mabel D.	Oral Hygiene	1940
Benjamin, Alice Pinyon	Pharmacy	1912
Benson, Nellie F.	Pharmacy	1940
Berryman, Lydia W.	Pharmacy	1927
Blackmore, Mary Burnett	Oral Hygiene	1938
Board, Eva F. Ross	Pharmacy	1904
Bowman, Amanda L.	Oral Hygiene	1936
Brooks, Carrie J. Sutton	Medicine	1920
Brooks, Florence G.	Pharmacy	1923
Brown, Agnes M.	Pharmacy	1932

⁸⁷1, 2, and 4 were white. *H. U. M. D.*, pp. 31, 21, 36-38, 143; Charles H. Wesley, "The First Commencement of the School of Medicine," *The Howard Alumnus*, V, March, 1927, pp. 135-136, 141-142.

Brown, Fairfax	Pharmacy	1909
Brown, Julia D.	Medicine	1932
Brown, Mary L.	Medicine	1898
Brown, Sara W.	Medicine	1904
Burghart, Caroline A. G.	Medicine	1878
Burton, Alberta Sarah	Dentistry	1909
Butler, Marjorie F.	Pharmacy	1928
Byron, Westanna O.	Dentistry	1933
Carnegie, Minnie Lee	Oral Hygiene	1939
Castor, Florence Byrd	Oral Hygiene	1940
Chapman, Lulu M. Jeter	Pharmacy	1924
Childress, Johnnie M.	Dentistry	1937
Chitwood, Hazel B.	Oral Hygiene	1935
Coby, Genevieve L.	Pharmacy	1924
Coleman, Julia P. Hughes	Pharmacy	1897
Cook, Katherine F. Beatty	Medicine	1884
Creel, Eunice F.	Medicine	1897
Crews, Minnie A.	Pharmacy	1909
Cunningham, Edna M.	Pharmacy	1926
Curtis, Mary L. J.	Medicine	1926
Darrell, Amy L.	Dentistry	1907
Darrell, Gladys I.	Pharmacy	1928
Davis, Anna M.	Dentistry	1937
Davis, Carrie C.	Medicine	1897
Davis, Eleanor M.	Dentistry	1936
Davis, Velma V.	Pharmacy	1929
Dickson, Carolyn L.	Medicine	1939
Dijoie, Lucille A.	Pharmacy	1927
Dorland, Sarah	Medicine	1902
Dorland, Sarah	Pharmacy	1903
Doswell, Sarah E.	Oral Hygiene	1938
Dunn, Jennie R.	Pharmacy	1930
Dunne, Anna Bartch	Medicine	1902
Easley, Willa V.	Pharmacy	1930
Ewell, Mary C.	Pharmacy	1919
Fennell, Theresa I.	Pharmacy	1921
Fields, Mildred L.	Oral Hygiene	1938
Fisher, Ora Mabel Lomax	Medicine	1924
Ford, Alice O.	Oral Hygiene	1940
Fowler, Esther E.	Pharmacy	1916
Foye, Frances A.	Medicine	1898
Garrott, Alice May Watkins	Dentistry	1917
Gee, Katy E.	Pharmacy	1922
Gibbs, Marie E.	Dentistry	1930
Gibbs, Mildred E.	Medicine	1901
Gilliam, Letitia H.	Pharmacy	1924
Gilpin, Zenobia G.	Medicine	1923
Gordon, Adelle J.	Oral Hygiene	1939



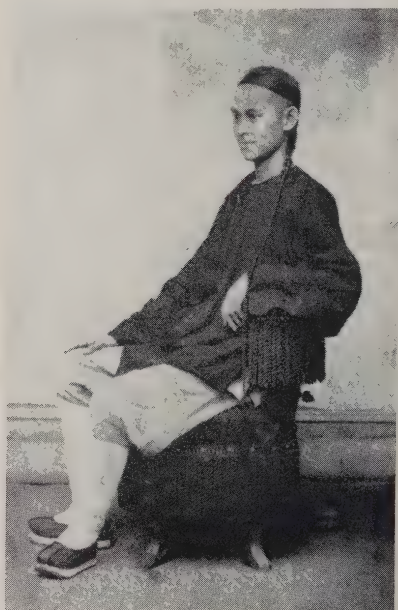
A Garden Party on the Women's Campus, 1939



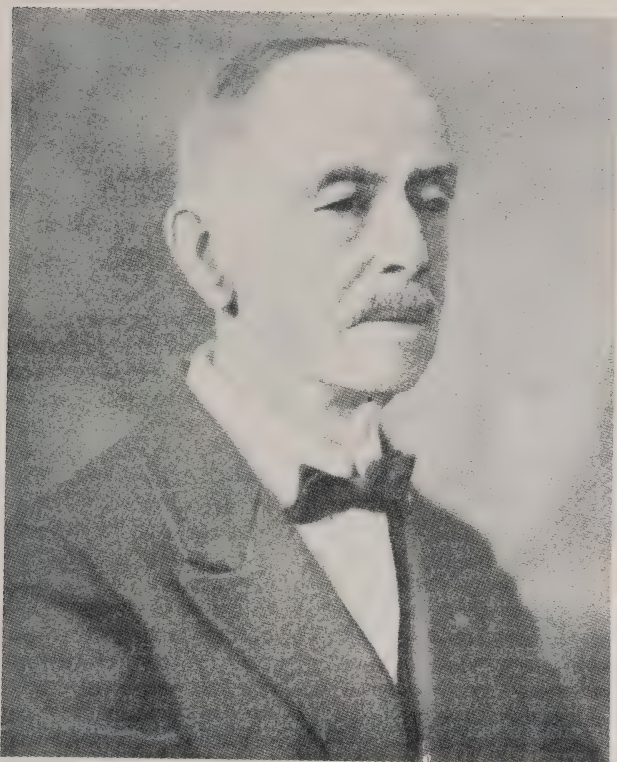
Leon Assing
A student about 1870



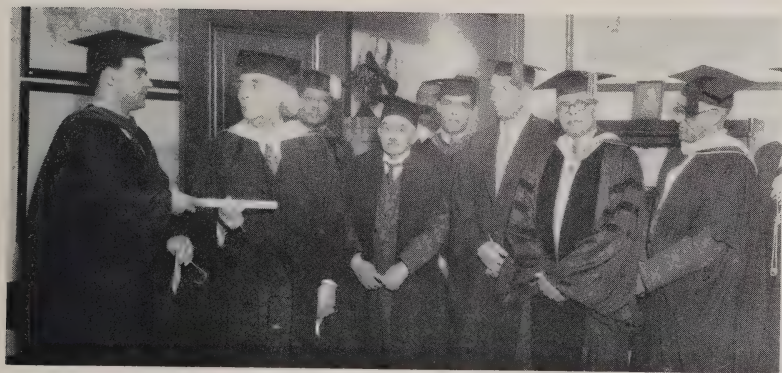
Fong Affoo
A student about 1870



Choy Awah
A student about 1870



*James Thompson Wormley, Phar.D., 1870
The First Graduate*



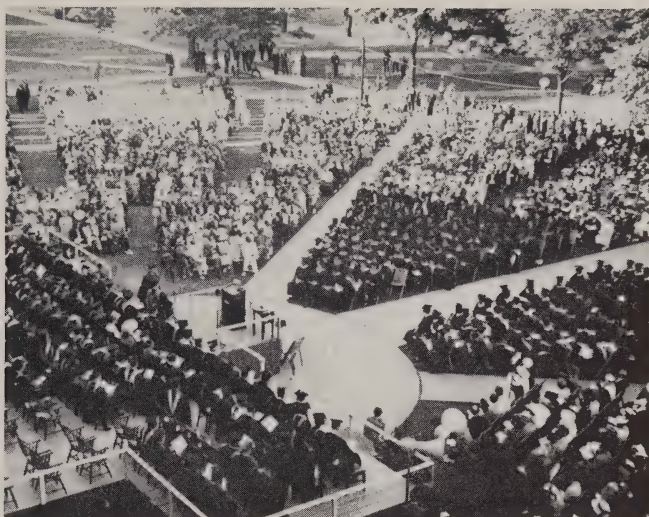
Richard B. Harrison receives an honorary degree, 1931



*William A. Huskerson, B.S in C.E., 1915,
one of first three graduates in Engineering*



Baccalaureate Exercises, 1931



Commencement, 1937



A student strike in 1937 on Spaulding Hall steps



The Summer School, 1925



The Summer School, 1940





The Freedmen's Hospital since 1909

Greene, Ruth L.	Pharmacy	1931
Grinage, Helen E.	Pharmacy	1929
Gunthrope, Nelsie D.	Medicine	1929
Gust, Edith E.	Pharmacy	1927
Hall, Julia R.	Medicine	1892
Hall, Sarah B.	Medicine	1893
Hampson, Elizabeth	Medicine	1899
Harris, May W. Taylor	Pharmacy	1904
Hart, Mary Esther	Medicine	1880
Hartwell, Mary Eliza	Medicine	1884
Hawkins, Anna L. Tucker	Oral Hygiene	1935
Hazelton, Rhoda B.	Pharmacy	1928
Hill, Rachel E.	Dentistry	1928
Hilyer, Amanda V. Gray	Pharmacy	1903
Hillyer, Frances Sweet	Medicine	1877
Hoffman, Veronica L.	Oral Hygiene	1938
Holmes, Alice M. Waring	Dentistry	1900
Holmes, Hazel Geraldine	Oral Hygiene	1939
Honesty, Louise Overton	Oral Hygiene	1935
Houser, Mary E.	Medicine	1907
Houston, Evelyn G.	Pharmacy	1908
Israel, Mary A.	Medicine	1905
Jackson, Eileen Wilson	Oral Hygiene	1940
Jackson, K. Love	Oral Hygiene	1940
Johnson, Adele Gordon	Oral Hygiene	1939
Johnson, Alma Dogan	Pharmacy	1924
Johnson, Mary J. L.	Pharmacy	1928
Johnson, Willa Belle Nauce	Pharmacy	1922
Joiner, Laura E.	Medicine	1903
Jolly, Eva A. Jones	Medicine	1907
Jones, Evelyn G. Powell	Oral Hygiene	1939
Jones, Helen B.	Pharmacy	1930
Jones, Sarah Garland	Medicine	1893
Kader, Dorothy Dean	Oral Hygiene	1936
Kinner, Sarah E.	Medicine	1919
King, Annessley W. Smalley	Pharmacy	1903
King, Kathleen Eloise Jones	Medicine	1931
King, Mae C.	Pharmacy	1923
Lamb, Isabel H.	Medicine	1897
Lewis, Mozella E.	Pharmacy	1925
Lewis, Miriam A.	Oral Hygiene	1936
Lewis, S. E.	Medicine	1927
Littlejohn, Alice	Medicine	1906
Love, Minnie C. T.	Medicine	1887
Lucas, Marie B.	Medicine	1914
Lyles, Antoinette A.	Oral Hygiene	1936
Lynn, Dorothy Reed C.	Medicine	1940
Lyon, Martha M. Brewer	Medicine	1907

Mac Calla, Ruby Gordon	Oral Hygiene	1937
Mackall, Myrtle S.	Oral Hygiene	1935
Madison, Lena F. Edwards	Medicine	1924
Marshall, Katherine A.	Oral Hygiene	1938
Martin, Catherine E.	Medicine	1897
Martin, Laura B.	Pharmacy	1924
Mason, Sadie V.	Pharmacy	1923
McCants, Leona R.	Pharmacy	1927
McCormick, Anna W.	Medicine	1883
McCottry, Miriam E.	Oral Hygiene	1937
Miller, Erma B.	Medicine	1921
Miller, Erma B.	Dentistry	1921
Mitchell, Beatrice S.	Pharmacy	1917
Mitchell, Eulalia M.	Medicine	1936
Mitchell, Evelyn G.	Medicine	1913
Mitchell, Jocelyn E.	Medicine	1929
Morrison, Mary Ellis	Medicine	1886
Morrison, Mary Ellis	Pharmacy	1887
Mounsey, Ethel Nixon	Medicine	1934
Muldrow, Miriam N.	Medicine	1930
Muncey, Elizabeth B.	Medicine	1898
Mundin, Eva C.	Pharmacy	1911
Munger, Isabelle	Dentistry	1901
Oden, Georgia E.	Medicine	1932
Parsons, Mary A.	Medicine	1874
Patten, Thelma A.	Medicine	1923
Patten, Irene De Reath	Pharmacy	1923
Patterson, Bessie L. Stevenson	Pharmacy	1923
Penn, Laura A.	Medicine	1908
Peters, Susan J.	Pharmacy	1895
Petioni, Muriel M.	Medicine	1937
Pond, Eleanor J. Crew	Medicine	1902
Prioleau, Huldah J.	Medicine	1904
Pullins, Thelma B.	Medicine	1936
Pusey, Jennie C.	Pharmacy	1925
Quick, Anna N.	Oral Hygiene	1938
Raiford, Martha P.	Pharmacy	1926
Reeves, Edwina Mae	Dentistry	1922
Riggs, Harriet E.	Medicine	1901
Roberson, Ruth L.	Pharmacy	1924
Roberts, Grace	Medicine	1877
Robinson, Edna C.	Dentistry	1916
Rogers, Lucille M. Miles	Oral Hygiene	1937
Rumbly, Georgianna	Medicine	1894
Sampson, Antoinette J.	Pharmacy	1921
Savoy, Milba M.	Oral Hygiene	1935
Scott, Clara H.	Oral Hygiene	1940

Shadd, Eunice P.	Medicine	1877
Shearer, Juliet G.	Medicine	1882
Shipley, Ruth M. Fowler	Pharmacy	1916
Simmons, Alice M. B.	Medicine	1900
Simms, Fische E.	Oral Hygiene	1939
Sills, Olive J.	Pharmacy	1929
Sinkford, Marjorie V. Adams.	Pharmacy	1923
Small, Bessie Badham	Pharmacy	1923
Smith, Charlotta J.	Pharmacy	1924
Smith, Genevieve E.	Pharmacy	1929
Smith, Lola	Oral Hygiene	1937
Smith, Julia E.	Medicine	1889
Smith, Myra L.	Medicine	1925
Smyth, Clara H. Fraction	Medicine	1904
Sohon, Elizabeth	Medicine	1908
Spackman, Mary D.	Medicine	1872
Squire, Susan J.	Medicine	1889
Starr, Emma M. Corey	Medicine	1904
Stafford, Nannie W.	Medicine	1878
Stuart, Julia A. Matthews	Pharmacy	1923
Summerfield, Harry Mae	Oral Hygiene	1938
Suttan, Ethel M.	Medicine	1932
Straker, Hilda G.	Medicine	1940
Thomas, Carrie H.	Medicine	1890
Thompkins, Alice L.	Pharmacy	1926
Thompson, Nettie M.	Pharmacy	1927
Tignor, Charlotte M.	Oral Hygiene	1936
Vassall, Lola N.	Pharmacy	1928
Vassall, Lola N.	Medicine	1936
Walker, Johnnay Blanche	Pharmacy	1939
Ward, Barbara Elizabeth	Oral Hygiene	1938
Washington, Mona E.	Pharmacy	1937
Washington, Virginia R.	Pharmacy	1911
Watkins, Mary J.	Dentistry	1924
Watts, Ada C. Albert	Pharmacy	1907
Weaver, Maybelle Lenora Butler	Pharmacy	1922
Weaver, Maurine Pelham	Medicine	1939
Whipper, Ione R.	Medicine	1903
White, Mildred L.	Oral Hygiene	1940
Whitehead, Clara W.	Pharmacy	1909
Wilkerson, Artishia G.	Medicine	1897
Williams, Addie B.	Medicine	1921
Williams, Addie B.	Dentistry	1921
Williams, Marie Imogene	Dentistry	1896
Williams, Wilma L. Richardson-Green	Pharmacy	1915
Wimbush, Clarissa P.	Dentistry	1926
Wood, Margaret L.	Pharmacy	1924

Wooster, Mary L. Bassett.....	Medicine	1883
Woodyard, Rachel L.....	Pharmacy	1922
Young, Lillian E. Jones.....	Pharmacy	1912
Zeigler, Eva Mae.....	Dentistry	1923

COMMENCEMENT

The first commencement was held in the medical building on the campus. It was very simple. We are told that "addresses were made by the President of the University, and Dr. Palmer and prayer by Reverend Doctors Rankin and Anderson."⁸⁸

Commencements for the next 30 years were more elaborate. They were held, with one exception, in the First Congregational Church, corner of 10th and G Streets, N.W., Washington, D. C. The exception was during 1879-82, when Lincoln Music Hall, 9th and D Streets, N.W., was used. Since about 1900 commencements have been held generally on the campus.

The date of commencement has varied. From 1870 to 1891 the closing exercises were held during the last of February or the first of March. Then, for four years, 1892-1895, April was the commencement month. Since 1896 the last of May or the first week of June has been the closing season.

Referring to the commencement of March 1, 1871, D. B. Nichols, one of the three white members of the class, said:

As I stood on that historic day in a class of five, one at least of the class slaveborn, going forth with our diplomas on the divine mission to heal the sick, surely it was a small beginning. But it was a small beginning too when a group of men gathered at the foot of the Capitol grounds in Washington, a group of workmen armed with picks to pick the cobble stones for the coming of comfort and speed for the beginning of the fulfillment of prophesy, "Behold I make all things even." Behold the beautiful city now. One who viewed that beginning writes this sketch, was one of the founders of the University, one of the five who looked into the future and the glorious triumphs of right over might, and who read the future in the words of Faber:

"But right is right since God is God,

"And right the day must win;

"To doubt would be disloyalty,

"To falter would be sin."

From the day I received my diploma from Gen. O .O. Howard, then the President of the University, until now, when I am over 83 years old, I have not received as much as a dime for medical services; one dozen sweet oranges in Florida is the sum total of what the world would call fees. I held a commission from higher authority than human to go forth and teach

⁸⁸H. U. M. D., p. 21.

righteousness; to the second commission the first was joined, and I have been ministering to the body by teaching as well as the soul.⁸⁹

REQUIREMENTS FOR GRADUATION

The requirements for graduation were in the beginning very general and stated as follows for 1868-1869:

1. He must (referring to the applicant) furnish evidence of a good moral character.
2. He must have studied medicine not less than three years, during which time he shall have attended two full courses of lectures at some regular Medical College, one of which shall have been in this Institution.
3. He shall have dissected at least one winter, and shall have attended the clinical lectures.
4. He must present to the Secretary of the Faculty an acceptable thesis, in his own handwriting, upon some medical subject.
5. He must pass a satisfactory examination.⁹⁰

The next year, 1869-70, this statement of requirements for graduation appeared in the announcement:

Applicants for the degree of M.D. must have studied medicine at least three years, and have attended two full courses of medical lectures, one of which shall have been in this institution. They are required to possess a thorough English education, to have studied the elementary treatises on mathematics, and to have a sufficient knowledge of the Latin language to understand prescriptions and the medical terms in common use.

For the degree of Doctor of Pharmacy the candidate must be at least twenty-one years of age, present proper testimonials of good moral character, produce satisfactory evidence that he has studied two years with a druggist duly authorized to practice his profession; he must also have attended two full courses of lectures, the last of which shall have been in the Howard University, and have passed a satisfactory examination, and have presented an acceptable pharmaceutical thesis in his own handwriting.

AD EUNDEM DEGREES

The ad eundem degree of Doctor of Medicine may be conferred upon any regular graduate in good standing who has been engaged in the legitimate practice of medicine for not less than five years, on payment of the graduation fee.⁹¹

Since 1891, when the College of Medicine became a member of the Association of American Medical Colleges, the requirements for graduation have been gradually raised.

⁸⁹*H. U. M. D.*, p. 5.

⁹⁰*Report of President of Howard University*, 1867-8, p. 20.

⁹¹*General Catalogue*, 1871-1872, p. 63.

GEOGRAPHICAL DISTRIBUTION OF GRADUATES OF SCHOOL
OF MEDICINE FROM 1868 TO 1926, INC.

<i>State</i>	<i>Medical</i>	<i>Dental</i>	<i>Pharmacy</i>	<i>Total</i>
Alabama	17	9	4	30
Arizona	2	1	0	3
Arkansas	4	2	1	7
California	10	4	5	19
Colorado	3	1	1	5
Connecticut	6	4	3	13
Delaware	6	1	2	9
District of Columbia	268	74	120	462
Florida	12	9	3	24
Georgia	17	8	8	33
Idaho	1	0	0	1
Illinois	27	16	7	50
Indiana	9	3	1	13
Iowa	5	0	0	5
Kansas	7	2	0	9
Kentucky	18	4	6	28
Louisiana	6	9	7	22
Maine	4	1	0	5
Maryland	53	24	16	93
Massachusetts	15	9	2	26
Michigan	16	7	4	27
Minnesota	0	2	0	2
Mississippi	0	4	2	6
Missouri	38	15	8	61
Montana	0	0	0	0
Nebraska	12	2	0	14
Nevada	0	0	0	0
New Hampshire	0	0	0	0
New Jersey	60	39	6	105
New Mexico	1	0	0	1
New York	69	48	5	122
North Carolina	29	39	10	78
North Dakota	1	0	0	1
Ohio	35	26	4	65
Oklahoma	7	1	2	10
Oregon	0	0	0	0
Pennsylvania	62	46	7	115
Rhode Island	5	3	2	10
South Carolina	17	8	8	33
South Dakota	0	0	0	0
Tennessee	2	3	1	6
Texas	10	11	5	26
Utah	0	0	0	0
Vermont	3	1	1	5

GEOGRAPHICAL DISTRIBUTION OF GRADUATES OF SCHOOL OF MEDICINE FROM 1868 TO 1926, INC.—*Continued*

<i>State</i>	<i>Medical</i>	<i>Dental</i>	<i>Pharmacy</i>	<i>Total</i>
Virginia	50	48	23	121
West Virginia	21	19	8	48
Washington	3	1	1	5
Wisconsin	7	0	0	7
Wyoming	0	0	0	0
<hr/>				
Total in United States.....	938	504	283	1,725
Africa	1	1	0	2
British Guiana, S. A.....	0	2	0	2
British West Indies.....	16	25	0	41
Canal Zone	4	4	0	8
Central America	0	0	1	1
Cuba	0	2	0	2
England	0	1	0	1
Haiti	0	1	1	2
Puerto Rico	5	0	0	5
Scotland	2	0	0	2
<hr/>				
Total in foreign countries..	28	36	2	66
Total graduates whose where- abouts are known.....	966	540	285	1,791
Dead and Missing.....	381	261	88	730
Grand Total	1,347	801	373	2,521

The Howard Alumnus, V, No. 4, January, 1927, p. 75.

ALUMNI ASSOCIATION

Immediately upon graduation March 10, 1871, the class of that year organized an Alumni Association. Only graduates of medicine proper were at first admitted to active membership. Later pharmaceutical graduates were admitted also. In 1879 upon the organization of a Union Alumni Association admitting members of all the departments of the University, the Medical Alumni Association was discontinued and its members made a part of the University Association.

Later, 1883, feeling the necessity of more unity among medical graduates the Medical Alumni Association was reorganized. By 1886 all graduates of all the Departments of medicine, were admitted on equal terms.

Dr. S. R. Watts, an undergraduate at the time of the Alumni Association was organized, has left this statement concerning it:

The first Medical Alumni Association was organized at the College building March 10, 1871, by five gentlemen who composed the class which had just graduated March 1, viz: Drs. Danforth B. Nichols, Joseph A. Sladen, James L. N. Bowen, William W. Bennit and George W. Brooks.

The object for which it was formed, as outlined in the original constitution, was as follows:

"The object of this Association shall be the perpetuation of friendship in our Alma Mater, to keep alive the interest we have in her welfare, and to collect and record all things of interest of her history."

Annual meetings were to be held on the day preceding commencement, Sundays excepted. Active membership was limited to the graduates of the Medical Department; professors and other instructors in said Department were made ex-officio members. Professors in any department of Howard University, as well as graduates of any regular medical school, were admitted as honorary members by vote of the Association. It was required that the Secretary should be a resident of the District of Columbia. Dues, one dollar a year; assessments might be made. By resolution offered by Dr. Slade, the following was adopted qualifying continued membership.

"Resolved: That any member of this Association who has or may hereafter adopt the practice of any other than the regular school of medicine, his name shall be stricken from the roll."⁹²

PRACTICE IN THE DISTRICT OF COLUMBIA

At the time of the organization of the Medical Alumni Association, the control over the issue of licenses to practice medicine in the District of Columbia was a monopoly of the Medical Society of the District of Columbia. This had been the exclusive right of that society since 1819. Their charter issued on February 16, 1819 and re-issued on July 7, 1838, provided:

That it shall and may be lawful for the said Medical Society, or any number of them attending (not less than seven) to elect, by ballot, five persons, residents of the District of Columbia, who shall be styled the Medical Board of Examiners of the District of Columbia; whose duty it shall be to grant licenses to such medical and chirurgical gentlemen as they may, upon a full examination, judge adequate to commence the practice of the medical and chirurgical arts, or as may produce diplomas from some respectable college or society; each person so obtaining a certificate to pay a sum not exceeding ten-dollars, to be fixed on or ascertained by the society.⁹³

On the ninth of June, 1869, Purvis and Augusta, two colored members of the Howard Medical Department, applied for membership in the Society. They were reported as eligible but failed to receive the requisite number of votes for election.

⁹²*H. U. M. D.*, pp. 23, 40-42.

⁹³Act of Congress, February 16, 1819; Act July 7, 1838.

On June 23, another colored physician, A. W. Tucker, applied and was reported eligible but failed of election.

These failures aroused the suspicion that Negroes were not to be admitted. On December 9, 1869, Senator Charles Sumner introduced in the Senate the following resolution:

Resolved, that the Committee on the District of Columbia, be directed to consider the expediency of repealing the charter of the Medical Society of the District of Columbia, and of such other legislation as may be necessary in order to secure for medical practitioners in the District of Columbia equal rights and opportunities, without distinction of color.

This resolution was adopted. But a bill to repeal the charter of the Medical Society never passed.

In 1878, however, the Board of Health of the District of Columbia was abolished and a health officer was appointed. From that date a movement continued until medical boards were created to examine all applicants for licenses to practice medicine. By an act of June 6, 1892, a board of dental examiners was set up; by the act of June 3, 1896, medical boards and a board of medical supervisors were set up; and by an act of May 7, 1906, a board for pharmacy was created.⁹⁴

Since membership in the Medical Society of the District of Columbia was limited to men only, women who finished the Howard Medical Department were not granted licenses to practice in the District of Columbia. Mary D. Spackman, a white woman, who graduated in February, 1872, applied at once for a license but was refused because she was a woman. Two years later Mary A. Parsons, also a white woman and a graduate of Howard University, made application, along with Dr. Spackman, for a license. They were both refused. The Society felt compelled, however, to amend its charter so as to admit women. Therefore on March 3, 1875, Congress amended the charter changing the word "gentlemen" to "persons." On March 17, 1875, Doctors Spackman and Parsons renewed their applications and were received. They were not received as full members of the Society, but were granted licenses to practice medicine. It was not until October 3, 1888, that Dr. Parsons was

⁹⁴Act of Congress, June 15, 1878; Act of May 7, 1906; Act of June 11, 1878; Act of June 6, 1892; Act of June 3, 1896; *H. U. M. D.*, p. 176 (Mary E. Hart, M.D.)

elected to full membership. In 1901 Dr. Parsons became one of the vice-presidents of the society.⁹⁵

Not to be deprived of the benefits of such an organization, the medical faculty of Howard University took the lead in the organization of the medical men, white and black in the District of Columbia "who were favorably disposed." The following call was published in the city papers:

All regular physicians in the District of Columbia in favor of extending equal rights and privileges to regular practitioners of medicine and surgery, are requested to meet at the Congregational Church, corner Tenth and G Sts., N.W., Saturday, January 15, at 7.30 p.m. to take action referable to the formation of a Medical Society and such other business as may come before them.⁹⁶

As a result of this meeting the National Medical Society of the District of Columbia was organized that evening in 1870. Two years later its name was changed to the Academy of Medicine. In 1884 the Medico-Chirurgical Society was formed and in 1895 after a period of inactivity, was reorganized.⁹⁷

RECOGNITION BY MEDICAL ORGANIZATION

A year and a half before the Medical Department opened, S. L. Loomis brought its interests before the American Medical Association and the Convention of Medical Colleges, both of which met in Cincinnati in May, 1867. Said the dean: "At these meetings the Medical Department of Howard University was first brought before the world and acknowledged a place among the Medical Institutions of the Country."⁹⁸ And, for the next three years, the delegates from the Medical Department of Howard University were cordially received by the national medical associations. But in May, 1870, when a Negro appeared in the delegation, the American Medical Association refused to seat the delegation. In his *Report* the dean said:

It is painful to record the disgraceful proceedings of the Session. It is scarcely necessary to state, that your delegates were refused their seats in the Association, and that, that great body embracing the highest professional talent in the country, degraded itself so far as to refuse admission to the dele-

⁹⁵*The Evening Star*, Washington, D. C., Sunday, April 29, 1934.

⁹⁶*H. U. M. D.*, p. 21. During 1869-70 and for some time thereafter women were segregated in certain classes. *H. U. M. D.*, p. 22.

⁹⁷W. Montague Cobb, *The First Negro Medical Society*, pp. 6-39.

⁹⁸*Report of the Dean of Medical Department*, 1870.

gates of Howard University, on a pretense of violation of the Code of Ethics, whilst—as was notorious and patent to all who were present, the real reason was that one of the delegates was not of the Caucasian race.⁹⁹

It happened that during that same year the American Medical Association, the Pharmaceutical Convention, the Association of American Medical Colleges and the Convention of Medical Teachers, all met in Washington, D. C., during the same month, May. The Medical Faculty sent delegates to all of them. Said the dean:

The treatment accorded them by the Pharmaceutical Society presented a very striking and agreeable contrast to that received by the delegates to the American Medical Association, indeed special attention and consideration was shown them and it seemed to be the intention of those present to endeavor in some measure to atone for the indignities received by your delegates in the American Medical Association.

The Howard delegation had “a harmonious and attractive meeting with the Medical Teachers” also and, for seven years thereafter the Howard delegates were received by the national medical associations without serious objection.¹⁰⁰

But, in 1877 upon the objection raised by the Jefferson Medical College of Philadelphia, the Association of American Medical Colleges refused to seat the Howard representatives. It objected on the ground that the “Howard Medical College did not charge a tuition and taught men and women in the same classes.”¹⁰¹ Just how this objection was met eventually does not appear in the records. Thereafter, however, the Howard delegates were admitted notwithstanding the fact that men and women continued to be taught in the same classes and tuition was not charged again until during the 80’s.¹⁰²

RECOGNITION BY FEDERAL GOVERNMENT U. S. A.

While the medical organizations of the District of Columbia were refusing recognition to the faculty of the Medical Department of Howard University, the Federal Government of the United States and the government of the British Empire were duly recognizing the same. From the organization of the

⁹⁹*The Report of Dean of Medical Department*, April 10, 1871.

¹⁰⁰*Ibid.*

¹⁰¹*Report of Dean Loomis*, July, 1870.

¹⁰²*General Catalogues*, *passim*.

Board of Health of Washington, D. C., in 1870 to its close in 1877, members of the medical faculty of Howard University were appointed to it by the president of the United States. And during this period one Negro physician from Howard University was appointed, Charles B. Purvis.¹⁰³

RECOGNITION BY THE BRITISH EMPIRE

Meanwhile the British Empire was also endorsing the University. The Minister wrote:

British Legation,
Washington. D. C.

November 13. 1874.

I hereby certify that the Howard University in this District is duly incorporated by an Act of the Congress of the United States signed by the President in March 1867, and that the Institution is in successful operation and in good standing. I also learn from Doctor G. L. Palmer, Dean of the above-mentioned University, that Dr. P. F. Clark, who is about to establish himself as a Physician in Georgetown, British Guiana, recently graduated at that Institution with distinction.



Edw. Thornton

His Minister. 104

¹⁰³H. U. M. D., *passim*.

¹⁰⁴H. U. M. D., pp. 32, 35-36, 42.

Between 1874, the date of this recognition of the graduates of the Medical Department of Howard University on the part of the British Empire, and 1921 the time when the Trustees of Howard University renewed their interests in the School of Medicine, about fifty years elapsed. Said Dean Ballock: "Fifty years of continual struggle, fifty years of social ostracism, fifty years of utterly insufficient financial support, fifty years of discouragement bravely met and courageously overcome."¹⁰⁵

Nevertheless, during this period, the College of Medicine earned the rating of class A from the American Medical Association; it secured membership in 1891 in the Association of American Medical Colleges, and secured the recognition of the Conjoint Board of England. During this period in 1904 the College of Dentistry was elected to membership in the National Association of Dental Faculties and was registered in the State of New York; the College of Pharmacy meanwhile in 1927 was elected to membership in the Association of American Colleges of Pharmacy. Fortunately during this same period Abraham Flexner made a study of medical education in the United States for the Carnegie Foundation for the Advancement of Teaching. In his *Report* in 1910 he said that the School of Medicine of Howard University was one School of Medicine in the District of Columbia which had a definite future. Not long after this report became known the Board of Trustees of Howard University, private philanthropy and the Federal Government began to see a bright future for the Howard School of Medicine. A ten-year program of development for the whole University was begun. This program assured the School of Medicine a future of promise and service.

An earnest of this future of service is the adequate, well-trained, full-time medical faculty of today. The members of which and the academic training of each for the year 1939-1940 were as follows:

Adams, George William, M.D., Assistant in Medicine

S.B., 1915, Dartmouth College; M.D., 1928, Howard University.

Adams, Numa Pompilius G., M.D., Professor of Medicine; Dean of the School of Medicine and of the College of Medicine

A.B., 1911, Howard University; A.M., 1912, Columbia University;

M.D., 1924, University of Chicago.

¹⁰⁵Dean Balloch's "Address at Fiftieth Anniversary of Meharry Medical College," *The Howard Alumnus*, V, No. 4, pp. 85-87.

- Anderson, Merton Blair, M.S., Instructor in Bacteriology
S.B., 1927, Colgate University; M.S., 1935, University of Minnesota.
- Ashley, Hezekiah Livingstone, M.D., Clinical Assistant in Gynecology
M.D., 1928, Meharry Medical College.
- Austin, Simon Alexander T., M.D., Clinical Assistant in Obstetrics and Gynecology
S.B., 1926, M.D., 1929, Howard University.
- Balloch, Edward Arthur, M.D., Lecturer in the History of Medicine; Dean of the School of Medicine, Emeritus
M.D., 1879, Howard University; A.M., 1894, Princeton University; F.A.C.S., 1898, Sc.D. (Hon.), 1925, Howard University.
- Barnes, William Harry, M.D., Lecturer in Bronchoscopy
M.D., University of Pennsylvania.
- Brooks, Carroll Alexander, M.D., Clinical Assistant Professor of Medicine, Emeritus
M.D., 1902, Howard University.
- Brown, Julia Doute, M.D., Clinical Assistant in Surgery
B.S., 1930, M.D., 1932, Howard University.
- Brown, Randolph Kelley, M.D., Assistant in Pathology
M.D., 1938, Howard University.
- Bruner, Roland, M.D., Clinical Assistant in Obstetrics
B.S., 1928, M.D., 1932, Howard University.
- Burton, Andrew Franklin, M.D., Instructor in Pharmacology
B.S., 1930, M.D., 1932, Indiana University.
- Burwell, Hartford Ransom, M.D., Clinical Assistant Professor of Surgery
A.B., 1908, Shaw University; M.D., 1912, Howard University.
- Cardozo, William Warrick, M.D., Clinical Instructor in Pediatrics
B.S., 1929, M.D., 1932, Ohio State University.
- Carr, Arthur Davis, M.D., Clinical Instructor in Pediatrics
M.D., 1912, Howard University.
- Cobb, William Montague, M.D., Associate Professor of Anatomy
A.B., 1925, Amherst College; M.D., 1929, Howard University; Ph.D., 1932, Western Reserve University.
- Collins, Elmer Ernest, M.D., Associate Professor of Pathology
A.B., 1931, M.D., 1933, University of Iowa; Ph.D., 1936, Western Reserve University.
- Cook, Samuel LeCount, M.D., Clinical Assistant Professor of Gynecology
M.D., 1913, University of Illinois.
- Cooper, Chauncey Ira, M.S., Associate Professor of Pharmacy; Acting Dean of the College of Pharmacy
Phar.C., 1927, B.S., 1934, M.S., 1935, University of Minnesota.
- Cornely, Paul Bertau, M.D., Associate Professor of Preventive Medicine and Public Health
A.B., 1928, M.D., 1931, Dr.P.H., 1934, University of Michigan.
- Cornish, Pinyon Llewellyn, M.D., Clinical Instructor in Pediatrics
S.B., 1924, M.D., 1927, Howard University.

- Corprew, Theodore Elias, M.D., Clinical Instructor in Obstetrics and Gynecology
B.S., 1930, Virginia State College; M.D., 1936, Meharry Medical College.
- Curtis, Austin Maurice, M.D., Professor of Surgery, Emeritus
A.B., 1888, Lincoln University; M.D., 1891, Northwestern University; A.M. (Hon.), 1898, Sc.D. (Hon.), 1929, Lincoln University.
- Curtis, Merrill Hargro, M.D., Clinical Instructor in Ophthalmology
A.B., 1917, Howard University; D.D.S., 1922, Northwestern University; M.D., 1932, Howard University.
- Davis, Harry Porter, D.D.S., Professor of Dentistry
D.D.S., 1895, National University.
- Davis, Henry Thomas, M.D., Assistant in Pathology
A.B., 1933, Fisk University; M.D., 1937, Howard University.
- Davis, Jackson Lee, D.D.S., Instructor in Dentistry
A.B., 1912, New Orleans University; LL.B., 1916, D.D.S., 1923, Howard University.
- Dennard, Turner Harrison, B.S., Instructor in Pharmacy
B.S., 1937, University of Minnesota.
- Dixon, Russell Alexander, D.D.S., M.S.D., Professor of Operative Dentistry; Dean of the College of Dentistry
D.D.S., 1929, M.S.D., 1933, Northwestern University.
- Dowling, James Carter, M.D., Professor of Ophthalmology
M.D., 1899, Howard University.
- Drew, Charles Richard, M.D., Instructor in Surgery
A.B., 1926, Amherst College; M.D., 1933, C.M., 1933, McGill University.
- Dyer, Joseph Francis, M.D., Clinical Instructor in Oto-Laryngology
M.D., 1912, Howard University.
- Evans, Clarence Carnot, D.D.S., M.S.D., Assistant Professor of Dentistry; Superintendent of Clinics
D.D.S., 1923, Howard University; M.S.D., 1937, Northwestern University.
- Ferebee, Dorothy C. Boulding, M.D., Clinical Instructor in Obstetrics
S.B., 1920, Simmons College; M.D., 1924, Tufts College.
- Fitzgerald, Percy Alexander, D.D.S., M.S.D., Assistant Professor of Dentistry
D.D.S., 1924, M.S.D., 1936, Northwestern University.
- Freeman, Charles Wendell, M.D., Clinical Assistant Professor of Dermatology
A.B., 1923, Dartmouth College; M.D., 1926, Howard University.
- Fuhrmann, Charles Joseph, Phar.D., Professor of Pharmacy; Acting Dean of the College of Pharmacy, Emeritus
Phar.D., 1901, National College of Pharmacy.
- Garvin, Walter B., D.D.S., Instructor in Dentistry
D.D.S., 1918, Howard University.
- Giffen, Robert Clark, S.B. in Pharmacy; Instructor in Pharmacy
S.B., 1927, Muskingum; S.B. in Pharmacy, 1930, Ohio State University.

- Granger, James Rochester, M.D., Instructor in Medicine
A.B., 1927, Western Reserve University; M.D., 1935, Howard University.
- Gray, Benjamin Albert, M.D., Clinical Assistant in Surgery
M.D., 1932, Howard University.
- Greene, Clarence Sumner, M.D., Clinical Assistant in Surgery
D.D.S., 1926, A.B., 1932, University of Pennsylvania; M.D., 1936, Howard University.
- Gregory, Monroe Glover, M.D., Assistant in Anatomy
A.B., 1931, Talladega College; M.D., 1935, Howard University.
- Gregory, Raymond Leslie, M.D., Professor of Medicine
A.B., 1922, M.A., 1923, University of Texas; Ph.D., 1927, M.B., M.D., 1929, University of Minnesota.
- Groomes, Roland O., D.D.S., Clinical Assistant in Dentistry
D.D.S., 1931, Howard University.
- Harris, Norman Watkins, M.D., Clinical Instructor in Medicine
M.D., 1915, Howard University.
- Harper, Donald McKinley, M.D., Clinical Assistant in Oto-Laryngology
M.D., 1928, Howard University.
- Hayes, Raymond L., D.D.S., M.Sc. Assistant Professor of Dentistry
A.B., 1931, University of Michigan; D.D.S., 1935, Indiana University; M.Sc., 1937, University of Michigan.
- Hazen, Henry Honeyman, M.D., Professor of Dermatology
A.B., 1902, M.D., 1906, Johns Hopkins University; A.M., 1925, Georgetown University.
- Hendrick, Robert McKinley, D.D.S., M.Sc., Associate Professor of Dentistry
S.B., 1917, Florida A. & M. College; D.D.S., 1926, Northwestern University; M.Sc., 1938, University of Michigan.
- Houston, Ulysses Lincoln, M.D., Clinical Assistant Professor of Oto-Laryngology
M.D., 1912, Bennett Medical College.
- Howard, Alicia McKinney, D.H., Assistant in the Department of Oral Hygiene
Certificate in Dental Hygiene, 1933, Columbia University.
- Howes, Edward Lee, M.D., Professor of Surgery
B.S., 1925, M.D., 1928, Yale University; M.S., 1933, Sc.D., 1934, Columbia University.
- Hughes, Albert Ross, M.D., Clinical Assistant in Urology
S.B., 1920, M.D., 1925, Howard University.
- Jackson, Howard Joseph, M.D., Clinical Assistant in Medicine
S.B., 1920, M.D., 1925, Howard University.
- Jackson, Lawrence, M.D., Clinical Instructor in Medicine
S.B., 1916, M.D., 1919, Howard University.
- Jason, Robert Stewart, M.D., Professor of Pathology
A.B., 1924, Lincoln University; M.D., 1928, Howard University; Ph.D., 1932, University of Chicago.
- Johnson, Harold Milner, M.D., Clinical Assistant in Medicine
M.D., 1935, Howard University.

- Johnson, John Beaugarde, M.D., Instructor in Medicine
B.S., 1931, Oberlin College; M.D., 1935, Western Reserve University.
- Johnson, Joseph Lealand, M.D., Professor of Physiology
S.B., 1919, Pennsylvania State College; M.D., 1931, Ph.D., 1931, University of Chicago.
- Johnson, Phillip Thomas, M.D., Clinical Assistant Professor of Orthopedic Surgery
S.B., 1921, M.D., 1924, Howard University.
- Jones, Edward Sidney, M.D., Clinical Assistant in Orthopedic Surgery
M.D., 1929, Howard University.
- Jones, Richard Francis, M.D., Clinical Assistant Professor of Urology
S.B., 1919, M.D., 1922, Howard University.
- Jones, Thomas Edward, M.D., Director in Chief, Freedmen's Hospital;
Clinical Assistant Professor of Gynecology
M.D., 1912, Howard University.
- Karpman, Benjamin, M.D., Clinical Professor of Psychiatry
A.B., 1915, University of North Dakota; A.M., 1918, M.D., 1920, University of Minnesota.
- Kelly, Charles Henry, M.D., Instructor in Radiology
A.B., 1924, Morehouse College; M.D., 1929, Howard University.
- King, Kathleen Heloise Jones, M.D., Clinical Assistant in Pediatrics
S.B., 1926, Hunter College; M.D., 1931, Howard University.
- Ladrey, Henry Milton, M.D., Clinical Assistant in Pediatrics
B.S., 1928, M.D., 1932, Howard University.
- Laurey, James Richard, M.D., Instructor in Surgery
A.B., 1929, B.M., 1932, M.D., 1933, Wayne University.
- LeCompte, Calvin Byrd, M.D., Instructor in Anaesthesia
B.S., 1922, Howard University; M.D., 1925, Howard University.
- Little, Cervera Rochester, M.D., Clinical Assistant in Surgery
B.S., 1929, A. and T. College; M.D., 1935, Howard University.
- Lofton, William Garvin, M.D., Clinical Instructor in Obstetrics
S.B., 1920, M.D., 1923, Howard University.
- MacClatchie, Leslie Keith, M.D., Clinical Instructor in Dermatology, and Syphilology
M.D., 1927, University of Chicago.
- Madison, William J., D.D.S., M.Sc., Assistant Professor of Dentistry
D.D.S., 1925, M.Sc., 1933, Ohio State University.
- Maloney, Lionel Hamilton, M.D., Clinical Assistant in Obstetrics and Gynecology
M.D., 1931, University of Indiana.
- Maloney, Arnold Hamilton, M.D., Professor Pharmacology
A.B., 1909, Naparima College; A.M., 1910, Columbia University;
M.D., 1929, Indiana University; Ph.D., 1931, University of Wisconsin.
- Manly, John Benson, M.D., Assistant in Surgery
A.B., 1931, Talladega College; M.D., 1935, Howard University.
- Martin, James Lemuel, M.D., Clinical Instructor in Roentgenology
M.D., 1906, Shaw University.

- Martin, Hamilton St. Clair, M.D., Clinical Professor of Oto-Laryngology, Emeritus
M.D., 1905, Howard University.
- Mavritte, Eugene Edwin Thomas, D.D.S., Instructor in Dentistry
D.D.S., 1924, Howard University.
- McKinney, Roscoe Lewis, Ph.D., Professor of Anatomy; Vice Dean, School of Medicine
A.B., 1921, Bates College; Ph.D., 1930, University of Chicago.
- McNeil, Noah C., D.D.S., Instructor in Dentistry
D.D.S., 1934, Ohio State University.
- McNeill, William Clarence, M.D., Professor of Gynecology
M.D., 1904, Howard University.
- Miles, James Oliver, M.D., Clinical Assistant in Obstetrics and Gynecology
B.S., 1929, M.D., 1932, Howard University.
- Mitchell, John Strafford, Phar.D., Instructor in Practical Pharmacy and Incompatibilities
Phar.D., 1918, Howard University.
- Montgomery, Wilder Percival, M.D., Clinical Assistant in Medicine
A.B., 1931, Dartmouth College; M.D., 1935, Rush Medical College.
- Moore, Ruth Ella, Ph.D., Instructor in Bacteriology
A.B., 1926, A.M., 1927; Ph.D., 1933, Ohio State University.
- Nelson, William Frank, M.D., Clinical Instructor in Surgery
S.B., 1921, M.D., 1925, Howard University.
- Newman, Lloyd Henry, M.D., Assistant Professor in Biochemistry
S.B., 1914, M.D., 1921, Howard University.
- Nicolson, Joseph H., D.D.S., Instructor in Dentistry
D.D.S., 1921, Howard University; D.D.S., 1923, Northwestern University.
- Payne, Howard Marshall, M.D., Clinical Instructor in Medicine
S. B., 1929, Dartmouth College; M.D., 1931, Howard University.
- Payne, John Condit, M.D., Clinical Assistant in Dermatology
A.B., 1928, Dartmouth; M.D., 1932, Howard University.
- Pelham, Harry Leroy, M.D., Clinical Assistant in Medicine
A.B., 1915, Lincoln University; M.D., 1919, Howard University.
- Pinckney, Theodore, M.D., Clinical Instructor in Surgery
S.B., 1923, Bates College; M.D., 1929, Indiana University.
- Pinkard, Wilburn James, M.D., Clinical Assistant in Pediatrics
M.D., 1925, Howard University.
- Piper, Paul Edward, M.D., Clinical Instructor in Urology
S.B., 1920, M.D., 1923, Howard University.
- Poindexter, Hildrus Agustus, M.D., Professor of Bacteriology, Preventive Medicine and Public Health
A.B., 1924, Lincoln University; M.D., 1925, Harvard University;
A.M., 1930, Ph.D., 1932, M.S.P.H., 1937, Columbia University.
- Price, Kline Armond, M.D., Clinical Instructor in Urology
A.B., 1929; M.D., 1933, Howard University.
- Rector, John King, M.D., Clinical Instructor in Anaesthesia
A.B., 1917, Williams College; M.D., 1921, Howard University.

- Ridgeley, Albert, M.D., Associate Professor of Anatomy, Emeritus
M.D., 1900, Howard University.
- Robinson, Henry Shields, Jr., M.D., Clinical Instructor in Orthopedic Surgery
A.B., 1926, Colgate University; M.D., 1930, Howard University.
- Ross, Julian Waldo, M.D., Associate Professor of Obstetrics and Gynecology
A.B., 1907, Lincoln University; M.D., 1911, Howard University.
- Russell, William Bruce, M.D., Clinical Instructor in Obstetrics and Gynecology
A.B., 1932, M.D., 1936, Howard University.
- Savoy, Walter Stanford, M.D., Clinical Assistant in Ophthalmology
S.B., 1915, M.D., 1918, Howard University.
- Scott, Emmett Julian, D.M.D., Assistant Professor of Dentistry
S.B., 1922, Virginia Union University; D.M.D., 1925, Harvard University.
- Scott, Roland Boyd, M.D., Assistant Professor of Pediatrics
B.S., 1930, M.D., 1934, Howard University.
- Scurlock, Herbert Clay, M.D., Professor of Physiological Chemistry
A.B., 1895, Livingstone College; M.D., 1900, Howard University;
A.M., 1915, Columbia University.
- Simmons, Ogban Napoleon, M.D., Clinical Assistant in Orology
M.D., 1925, Howard University.
- Simmons, Thomas Clayborne, M.D., Instructors in Obstetrics and Gynecology
A.B., 1929, Talladega College; M.D., 1933, Howard University.
- Smith, Alonzo DeGrate, M.D., Associate Professor of Pediatrics
M.D., 1919, Long Island College Hospital; B.B.S., 1923, College of
the City of New York; S.M., 1932, Columbia University.
- Smith, Daniel Haywood, Phar.D., Professor of Pharmacognosy and Microscopy
Phar.D., 1904, Howard University.
- Sutton, Ethel Mercedes, M.D., Clinical Assistant in Pediatrics
S.B., 1927; M.D., 1932, Howard University.
- Syphax, Burke, M.D., Assistant in Surgery
B.S., 1932; M.D., 1936, Howard University.
- Terry, Elmer Clayton, M.D., Assistant Professor of Medicine
A.B., 1912, M.D., 1916, Howard University.
- Thomas, Riley Fisher, M.D., Instructor in Medicine
B.S., 1922, University of Chicago; M.D., 1932, Rush Medical College.
- Trigg, Joseph Edward, M.D., Clinical Instructor in Obstetrics and Gynecology
S.B., 1917, Syracuse University; M.D., 1924, Howard University.
- Turner, John Alfred, D.D.S., Assistant Professor of Oral Surgery
D.D.S., 1926, S.B., 1938, Howard University.
- Walton, Adolphus, D.D.S., Associate Professor of Dentistry
D.D.S., 1918, Howard University.
- Warfield, William Alonzo, M.D., Professor of Abdominal Surgery, Emeritus
M.D., 1894, LL.D., 1935, Howard University.
- Watson, Edwin Josiah, M.D., Clinical Instructor in Ophthalmology
M.D., 1913, Howard University.
- Weir, Everett George, Ph.D., Assistant Professor of Physiology
S.B., 1930, University of Chicago; Ph.D., 1936, University of Chicago.

- Welch, William Henry, M.D., Clinical Instructor in Surgery
S.B., 1921, M.D., 1925, Howard University.
- Wilkerson, Vernon Alexander, M.D., Professor of Biochemistry
A.B., 1921, University of Kansas; M.D., 1925, University of Iowa;
Ph.D., 1932, University of Minnesota.
- Williams, Edwin Leon, M.D., Clinical Instructor in Medicine
A.B., 1915, Biddle University; M.D., 1921, Howard University.
- Williams, Ernest Young, M.D., Assistant Professor of Neurology and
Psychiatry
S.B., 1927, M.D., 1930, Howard University.
- Williston, Thomas Augustus, M.D., Clinical Assistant in Medicine
M.D., 1932, Howard University.
- Wright, Ralph Clark, M.D., Clinical Instructor in Oto-Laryngology
A.B., 1929, Lincoln University; M.D., 1933, Howard University.
- Young, Moses Wharton, M.D., Assistant Professor of Anatomy
S.B., 1926, M.D., 1930, Howard University; Ph.D., 1934, University
of Michigan.

XIX. *The Library*

For many years Howard University had no library—simply, piles of books here and there.¹ Some were available and some were not. Many of them were useless.

Soon after the opening of school, a committee was appointed “to select books.”² A promise of 1,000 books and \$25 in cash prompted this action.³ Danforth B. Nichols, a member of this committee and the librarian, entered upon the work with enthusiasm. The first thing he did was to move his private library to the school for the pupils.⁴ Then he began soliciting and organizing the material,—dividing it into: a library proper, a reading room, a museum, and a picture gallery.⁵ In a few years books were coming from many sources. The departments of the government in Washington, D. C., sent complete sets of their publications.⁶ One donor, the Reverend Preston Cummings of Leicester, Massachusetts, gave in 1868, 10,000 volumes.⁷ In 1873, the Tappan collection was received,⁸ and in 1890 the Federal congress authorized the departments of the government and the Library of Congress to contribute to Howard University each year a copy of all books which they had in duplicate.⁹ Other noted collections came to the library, among them: The Cromwell Collection in 1900, the Moorland Collec-

¹*The Annual Report of C. H. A. Bulkley*, the librarian, May 13, 1889; *An Illustrated Hand-Book of Howard University, Washington, D. C. Industrial Department of Howard University*, 1902, pp. 32-34. Abbreviated: Hand-Book 1902.

²*M of B*, April 8, 1867; *M of B*, April 22, 1867.

³*M of B*, April 8, 1867.

⁴*M of B*, September 21, 1868; *M of B*, December 7, 1868.

⁵*Annual Report of Howard University*, October, 1868; *Ibid.*, for year 1868-69.

⁶*First Annual Report of D. B. Nichols*, the librarian, July 6, 1868; *M of B*, November 2, 1868.

⁷*M of B*, July 6, 1868.

⁸*M of B*, October 5, 1871; *Ibid.*, December 1, 1873.

⁹*First Annual Report of Librarian*, July 6, 1868; *M of B*, November 2, 1868; By resolution of both Houses of Congress, August 28, 1890 (26 *Stat. L.* 678).

tion in 1914, the Veterans' Bureau Collection in 1927, the Grimke Collection in 1936, and the Edward P. Davis Collection in 1938.¹⁰ In addition to these collections, many smaller gifts were received by the University. The first book donated to the library was a copy of Webster's Dictionary given in 1867 by Edward F. Williams, the principal of the Normal Department.¹¹ This gift was followed by a set of Shakespeare's works given in 1869 by John Williams, a member of the Royal Shakespeare Society of England.¹²

Of the collections, the Tappan, the Moorland, and the Veterans' Bureau were the largest. The Tappan Collection of anti-slavery books and pamphlets contained about 1,650 items bound in 300 volumes. And in addition to books and pamphlets there were in this Collection many manuscripts, letters, clippings, pictures and periodicals.¹³ The Moorland Collection included, originally, over 3,000 items relating to the Negro, and in addition to books and pamphlets, contained engravings, portraits, manuscripts, curios, pictures and clippings. The total number of items in the Moorland Collection on June 30 1937, was 10,354, which included 6,119 books, 3,654 pamphlets, 382 bound periodicals, 199 master's theses.¹⁴ The Veterans' Bureau Collection contained 185,000 volumes. These books which were given to the University by the Federal Government had been used by the soldiers during the World War. Being more suited to high school than to college pupils, the Collection was gradually transferred by the University to high schools, both white and colored, in the southern states. A few of the books were retained by the University.¹⁵

The Moorland Collection is gradually developing into a unique library of Negro life and history. Combined with the

¹⁰"The J. E. Moorland Foundation of the University Library," *Howard University Record*, January, 1916, X, No. 1; *The Negro World*, New York City, March 18, 1922, p. 2, col. 2.

¹¹*First Annual Report of the Librarian*, July 6, 1868.

¹²*M of B*, February 1, 1869.

¹³"The J. E. Moorland Foundation of the University Library," *Howard University Record*, January, 1916, X, No. 1; *The Negro World*, New York City, March 18, 1922, p. 2, col. 2.

¹⁴*Ibid.*, *Report of the President*, 1937.

¹⁵*Report of the President*, June 30, 1928; *Records in the Office of the Librarian*.

Tappan and other collections, its rare material has been organized so that its card indexes of more than 30,000 cards locate the subject matter in over 8,000 books and over 3,600 pamphlets, besides that in many periodicals. There are certain features in the arrangement of this material which make it more convenient to use. The books on slavery, for example, are closely classified into the various aspects of that subject, such as the religious, legal, economic, and biographical. All books dealing with the race problem are classified according to the various phases of the subject. American fiction is arranged by periods so that the scholar interested, for example, in the plantation tradition as found in the novels of the day, will find all that is pertinent to that aspect of American life, collected in one section. At present, subject emphasis is upon the American Negro, the collection being strongest in the history of the slavery movement. But available material is being added on all phases of the Negro wherever he is found. An up-to-date clipping file reveals the latest information on the progress of the Negro in all fields. A supplementary index to periodical literature in the Moorland Foundation is now going forward as a current project, and it includes only that periodical literature not found in the regular periodical indexes. Other special indexes, including portrait and biographical indexes, are in preparation and will create short-cuts to reference material for scholars and other readers.*

The Museum and Mineral Cabinet were also rapidly built up. The United States Patent Office sent hundreds of models of patents. Thousands of coins of the United States and foreign countries were assembled. In the Picture Gallery were pictures of the Civil War and of the Holy Land and other valuable collections. The president said in 1869:

At the commencement of the year, we had in our library, exclusive of school books, 301 volumes. Early in the year, upon the recommendation of a committee appointed for the consideration of the subject, the private library of Rev. D. B. Nichols, the Librarian, was purchased for the University. 1,500 volumes were acquired. Contributions have since been received from various sources as follows, viz:

Cash	-----	\$25.00
Books	-----	172 volumes

*Information concerning the Moorland Collection was furnished by Dorothy B. Porter, Director.

The total number of volumes in the library, at the date of this report, is about 2,500. These include works on Biblical and Theological subjects, Church History, Medicine, Social Science, History, Natural History, Poetry and General Literature. We also have a great variety of Periodicals and pamphlets. The room assigned has been carefully and tastefully fitted up.

The Mineral Cabinet has been removed to a separate room furnished with proper cases in which the Geological and Mineralogical specimens have been carefully arranged. It included a varied and valuable collection of fossils, minerals, rocks, including fine specimens of American and foreign metals. The entire collection contains over 3,000 specimens. One case in this room is devoted to coins, medals and curious notes. The collection of coins is quite extensive. This cabinet, already so fine, is due to the generosity and assiduity of its custodian, Rev. D. B. Nichols, and to a large donation by Mr. J. W. Vandeburg.

The Museum, in another room, contains various articles illustrative of foreign and American history, of the latter, particularly during the recent Civil War, it presents many curious objects of interest.

Preparations are being made for opening a reading room in connection with the library. We notice a good beginning in these important divisions, and it is believed that with the help of those of our friends who take an interest in such matters, they will soon reach a high degree of excellence, contributing largely to scientific and historic research among our students.¹⁶

So complete was the collection of coins that it attracted some attention outside of the University. On one occasion a special meeting of the Board of Trustees was called to authorize the faculty to permit a Japanese to study these coins. At the meeting "Professor Tilden presented the case of a Japanese student (S. Tagai) who had come to the country to study the science of Coins and art of coinage and suggested that he be allowed to pursue a select course of studies . . . it was voted unanimously to adopt the suggestion."¹⁷ After the resignation of Nichols in 1873, however, the Museum and Picture Gallery were gradually dissipated. Only isolated relics of these two departments may be seen today.

In addition to the books which came as gifts, many were purchased. The first purchase made by the University was in 1868 when \$70.00 was spent for books.¹⁸ In 1869, 1,500 vol-

¹⁶*Annual Report of Howard University* for the year 1868-'69, Washington, 1869.

¹⁷*Records of the Faculty of the School of Liberal Arts*, p. 21.

¹⁸*First Annual Report of the Librarian*, July 6, 1868.

umes were bought from Nichols, the librarian, for \$1,200.¹⁹ In 1870, the Board appropriated \$3,000 for books.²⁰ A library fund was started, the interest alone to be used for the purchase of books. The first contribution to this library fund was from James C. Strout, the assistant librarian of the Library of Congress. Strout contributed \$50.00 toward the fund in 1869.²¹ For many years after 1885, the Federal Government appropriated money for the purchase of books.²² At first this money was spent for books in general; later a separate appropriation was made for the School of Law. The total appropriation for books ranged from \$900 to \$1,500 annually for many years.²³ Since 1930 the Federal Government has appropriated for books for the School of Medicine also.²⁴ Between 1928 and 1940 the General Education Board, the Laura Spelman Foundation, and the Carnegie Corporation contributed over \$60,000 for the development of the libraries of the University.²⁵ The libraries of the natural sciences, medicine, law and dentistry were specially built up with this fund. Today there are 131,531 volumes in the library.

For many years, most of the books in the library were useless, especially most of those received as gifts. Many gifts were more fit for a graduate school than for a low-grade college. While many of the books were unfit for the pupils others were useless because they were not catalogued and because the library was closed most of the day.

From the *Report* of the librarian for 1889 the condition of the library may be imagined. It read:

The number of books drawn out during the last scholastic year was reported as 226. Only 96 have been given out in the year closing, a falling off of 130, which is much to be regretted. The number of students drawing books is only 22, a very small proportion compared with the number in attendance who should avail themselves of the privileges afforded by our

¹⁹*M of B*, December 7, 1868. Letter from D. B. Nichols to the Trustees of Howard University, December 7, 1868.

²⁰*M of B*, September 5, 1870.

²¹*M of B*, April 8, 1867.

²²*Report of the President*, August 1, 1891.

²³*Ibid.*

²⁴*Ibid.*, 1930.

²⁵*Ibid.*, June 30, 1928; *Interior Department Appropriation Bill for 1932, Hearing before Subcommittee of House*, p. 685; *Ibid.*, *Bill for 1936*, p. 560.

Library. I have found, however, that many of our students, not finding on our shelves the books which they need to consult, have visited the Congressional Library and from its large resources drawn materials for their work.

Since the commencement of the now closing year, 1889, a student has been at work for two hours per day, in completing the Catalogue which is in a fair stage of progress. The two regular assistants have been employed, when not serving students with books, in *cataloguing subjects*, taken from the table of contents in each work, with a view ultimately of affording students a "Finding List" for themes upon which they may wish to study.

Some students, and teachers also, complain that, as the Library is open for five days, only late in the afternoon, from 2 to 4, they have no time for consulting works of reference, or for applying for books, except by delaying their homeward steps and thus losing time needed elsewhere. To remedy this it seems desirable that the Library be opened, as is the Reading Room—at 9 A. M. and continue thus till late in the afternoon, reaching even to the study hours of the evening. Frequently, students have a spare hour in the forenoon which they would willingly and might profitably spend in consulting works of reference as connected with their studies. May not an additional assistant be appointed to meet this arrangement?²⁶

The library was handicapped not only because it was open but two hours each day and because of the lack of trained assistants, but also because of the lack of a full-time, trained librarian. Nichols, the first librarian, was also the chairman of the committee on agriculture, a member of the executive committee of the Board of Trustees, a professor in the Theological Department and the chaplain of Freedmen's Hospital. After his resignation in 1873, the library was managed for twenty years by a professor or by some other officer of the University. In fact, students did most of the work during the day. From 1873 to 1874, Professor Lorenzo Westcott of the Theological Department acted as librarian; from 1874 to 1875, Professor George W. Mitchell, dean of the College, was librarian. Who served from 1875 to 1882 does not appear in the available records. It must be recalled that during that period the University was practically closed. But, from 1882 to 1890, C. H. A. Bulkley, professor of English in the College, served. For one year, about 1890, H. O. Cushman, the assistant to the treasurer, was librarian. During the next seven years, Irene C. Tyler, instructor in physical culture, filled the position. In 1898 an examination was probably held and Flora L. P. Johnson, who

²⁶*Annual Report of the Librarian*, C. H. A. Bulkley, May 13, 1889.

had studied two months under the previous librarian, was appointed and served from 1898 to 1912.²⁷

It was said that:

The President in his semi-annual report informed the Board that Mrs. Irene Tyler Funa, the Librarian had resigned and that there were several applications for the position; and that Miss Johnson had been permitted by the Executive Committee during the past two months to study Library work with Mrs. Funa, and suggested it would be well to put Miss Johnson temporarily in charge of the Library especially as her services are proffered by her father at one-half the salary of the Librarian, whereupon Mr. Cook offered the following resolution which was adopted:

In view of the many applications presented for the Librarian-ship of Howard University recently vacated, that the several petitions offered be received and referred to a committee consisting of Dr. Teunis Hamlin, Rev. F. J. Grimke and Prof. Z. Richards, members of the Board, who are hereby empowered to institute a competitive examination to determine the fitness of the applicants and report to the Executive Committee the one best adapted for said vacancy, the Executive Committee so approving can employ the party at a sum not to exceed \$----- per annum, and subject to the final approval of the Board of Trustees. In the meantime Miss Flora L. Johnson be appointed Librarian to act until the appointment is made at the rate of \$250.00 per annum.²⁸

From 1912 to 1916, Grace Liscom Hewett-Watkins, a graduate of Simmons Library School, was the librarian. After Grace Liscom Hewett-Watkins resigned, Edward C. Williams, a graduate of Western Reserve Library School, was elected, and served until 1929. From that date to 1935, Emma Green-Murray was the acting librarian of the University. In 1935, Walter Daniel was appointed.

A brief statement concerning each of the University librarians after 1898 is appropriate.

Flora L. P. Johnson was the daughter of a founder, a former trustee, and treasurer of the University. During her administration the Carnegie Library, which was formally dedicated April 25, 1910, with addresses by the President of the

²⁷*Alumni Catalogue of Howard University with list of Incorporators, Trustees, and other Employees, 1867-1896; General Catalogue, 1898-1899, p. 3; Ibid., 1911-1912, p. 17; Annual Report of the Librarian, C. H. A. Bulkley, May, 1889; Annual Report of the Librarian, Lorenzo Westcott, June 16, 1874; A recommendation address to the Executive Committee, October 6, 1874, by G. M. Mitchell; M of B, June 3, 1873; Hand-Book, 1902, pp. 32-34.*

²⁸*M of B, January 18, 1898; Ibid., May 31, 1899.*

United States, William Howard Taft, the librarian of Congress, Herbert Putnam, and Andrew Carnegie, the donor, was entered. During her administration also instruction in library economy was organized, the first cataloger was employed, and the Law Library was transferred to the Law Building at 420 5th Street, N. W.

Grace Hewitt Watkins was a graduate of the Simmons Library School, and had the title of Director of the Library School, as well as Librarian of Howard University.

Edward C. Williams was generally regarded as the best-trained Negro librarian of his day. He did much towards increasing annual expenditures for books and staff, trained his own staff through courses in bibliography and library work, conducted a library survey, and evaluated the book needs. The collection increased roughly from 30,000 to 47,000 in the years 1916-1929. At his untimely death, Williams was librarian, professor of bibliography, and instructor in modern and foreign languages.

Emma G. Murray has served in the Howard University library since 1922. During her administration as Acting Librarian, she increased the staff from six to nine, and with their cooperation opened the periodical and Moorland rooms, acquired additional shelving space, distributed over 100,000 books from the Veterans' Bureau Collection throughout the country, distributed outside of the Carnegie Building, departmental libraries for botany, chemistry, mathematics, physics, and religion, supervised the purchase of books with money from the General Education Board and the Laura Spelman Fund, and catalogued the books. The book accessions in the library record increased in number from roughly 50,000 to approximately 90,000. Some beginning in departmentalization was made by assigning duties of specific professional tasks. Emma G. Murray and Dorothy B. Porter, as leading members of the staff, made suggestions for the new building, for which plans were approved in 1934.

Walter G. Daniel, who since 1929 was a member of the faculty of the College of Education, has since 1935 served as University librarian. He has organized the library into six departments according to function—Acquisitions, Serials, Cataloging, Circulation, Reference, the Moorland Foundation on

the Negro, has dropped the classification of assistant librarian and has appointed professional librarians with specific titles for the departments to which they were assigned. The members of the staff have continued in professional and graduate study, so that five of the eight have the master's degree, and the median training is more than one and one-half years beyond the first college degree. Monthly staff meetings have been instituted and the types of services expanded to include a small browsing collection, music appreciation collection and concerts, instruction in library usage and bibliography, a program of educational and book exhibits, publication and research. In 1940 there were fourteen full-time employees, and a budget allocation of more than \$40,000. The total number of books accessioned as of this date is 131,531 for all the University libraries.

Helpful in bringing about this growth in the University library were the following former members of the library staff:

Allan, Lulu V.	1910-1920	Kendrick, Ruby M.	1924-1931
Brown, Edith	1914-1917	Meriwether, Agnes L.	1905-1906
Connor, Lulu E.	1909-1913	Peyton, Mary M.	1917-1922
Davidson, Ophelia	1920-1923	Thorne, Emilie H.	1913-1914
Gray, Anna	1929-1931	Tibbs, Alma L.	1928-1931
Green, Ruth	1922-1923	Wilson, Odell G. ²⁹	1931-1932
Hershaw, Rosa C.	1914-1924		

The academic training and specialized work of the personnel of the University library during 1939-1940 was as indicated below:

Brown, Ella Albert, A.M., Reference Librarian

A.B., Howard University, 1911; B.S. in Library Service, Columbia University, 1932; A.M., Columbia University, 1940.

Dabney, Ruth Wilhelmina, A.B., Clerical Assistant, Library

A.B., Howard University, 1937.

*Daniel, Walter Green, A.M., University Librarian

A.B., Virginia Union University, 1926; Ed.B., University of Cincinnati, 1927; A.M., University of Cincinnati, 1928.

Harden, Julia Woodhouse, B.S., Assistant Circulation Librarian

A.B., New York University, 1930; B.S., School of Library Service, Columbia University, 1931.

²⁹Information concerning the library staff was furnished by Walter Daniel, Librarian. Also see "The J. E. Moorland Foundation of the University," *Howard University Record*, X, No. 1, p. 3; and *Report of the President*, June 30, 1913, p. 8.

*Will receive Ph.D., Columbia University, 1941.

- Hill, Lawrence Alexander, A.B., Circulation Assistant
A.B., Howard University, 1937.
- Just, Ethel H., A.M., Assistant in Negro Collection
A.B., Ohio State University, 1906; A.M., Boston University, 1936.
- Lewis, Elsie Wells, Secretary to the Librarian.
- McAllister, Dorothy Marie, A.M., Circulation Librarian and Supervisor
B.S., University of Southern California, 1926; B.S. in Library Service, Columbia University, 1931; A.M., Columbia University, 1936.
- McLemore, Roberta Theresa, A.B., Serials Librarian
B.S., Hampton Institute Library School, 1930; A.B., Bradley Polytechnic Institute, 1930.
- Murray, Emma Green, A.B., Acquisitions Librarian and Supervisor
A.B., Howard University, 1934.
- Porter, Dorothy Burnett, M.S., Supervisor, Moorland Foundation
A.B., Howard University, 1928; B.S. in Library Service, Columbia University, 1931; M.S. in Library Service, Columbia University, 1932.
- Reason, Joseph Henry, A.M., Reference Librarian and Supervisor
A.B., New Orleans College, 1928; A.B., Howard University, 1932; A.M., University of Pennsylvania, 1933; B.S. in Library Service, Columbia University, 1936.
- Rushing, Naomi Johnye, M.S., Cataloger
B.S., Columbia University, 1927; B.S. in Library Service, Columbia University, 1930; M.S. in Library Service, Columbia University, 1930; M.S. in Library Service, Columbia University, 1940.
- Thomas, John Maurice, B.S., Cataloger
A.B., Howard University, 1927; B.S. in Library Service, Columbia University, 1931.
- Vaughn, Elizabeth Fry, B.S., Assistant Circulation Librarian
A.B., Howard University, 1933; B.S. in Library Service, University of Southern California, 1938.
- Williams, Ethel Langley, B.S., Assistant in Negro Collection, Library
A.B., Howard University, 1930; B.S., Library Service, Columbia University, 1933.

Through the efforts of this well-trained staff and with the funds made available by generous friends of the University, the library has not only increased in size but also in the amount and quality of its service to the students and faculty. This increased service is shown by the two charts which follow.

The first library was a small room in the frame building in which the University was opened. When the Normal School moved to the "Hill," the library was located on the third floor of the Main Building in two or three rooms. The Reading Room was located in Miner Hall or Spaulding Hall or in some other building on the campus. The Museum and Pic-

SUMMARY STATISTICS OF THE LIBRARIES OF THE UNIVERSITY³⁰
COMPARING 1934-35 AND 1939-40

	1934-35	1939-40	Amount of Increase	Per cent of Increase
Books accessioned by Main Library -----	74,957	110,191	35,234	47.0
Books accessioned by Law Library -----	15,796	21,240	5,444	34.4
Books accessioned by University -----	90,753	131,531	40,778	44.9
Books accessioned during year -----				
Books accessioned by Main Library -----	6,045	11,481	5,436	89.9
Books accessioned by Law Library -----	682	810	128	18.7
Books accessioned by all libraries -----	6,727	12,291	5,564	82.6
Total titles classified or cataloged -----		7,383		
Total items classified or cataloged -----	5,241	14,179	8,838	168.4
Periodical titles received in Main Library -----	442	601	159	35.9
Periodical titles received in other libraries -----	195	242	47	24.1
Periodical titles received in all libraries -----	637	843	206	32.3
Circulation recorded, Main Library -----	49,760	101,997	52,237	104.9
Circulation recorded, other libraries -----	45,501	65,532	20,031	44.2
Circulation recorded, all libraries -----	95,261	167,529	72,268	75.8

³⁰ *Annual Report of the Librarian of Howard University, 1939-1940, p. 25.*

SUMMARY CHART ON SCHOOL AND DEPARTMENTAL LIBRARIES, 1939-40³¹

Name and Location	Hours Weekly	Personnel—time—			Reported* Volumes	Circu- lation
		Full	Part	Student		
Medicine (in Medical building)-----	73	2	4	--	12,434	47,111
Law (in Law building)-----	78	--	1	6	21,240	6,240
Religion (in Carnegie Hall)-----	73	1	--	4	6,754**	6,353
Engineering and Architecture (in Engineering building)-----	40	--	1	2	2,239	622
Chemistry (in Chemistry building)-----	36½	1	--	5	2,762	5,206
Mathematics (in Douglass Hall)-----	43	--	--	2	1,108	-----
Botany (in Thirkield Hall)-----	Under direction of Department Head	--	--	--	1,494	Reference
Physics (in Thirkield Hall)-----	Irregular	--	--	1	1,310	-----
		4	6	20	49,341	65,532

³¹*Ibid.*, p. 26.

*The term reported volumes is used to indicate the fact that the totals from the department libraries do not agree with the Main Library records, due in some cases to counting unaccessioned volumes.

**The number of accessioned items would be approximately 3,954. Many gifts are not accurately recorded.

ture Gallery were, each, given a room in the Main Building.³² For over forty-five years the Trustees asked congress for an appropriation for an adequate library building. About 1892 they asked for an appropriation of \$10,000 to build a chapel and a library, combined. Congress refused to make the appropriation.³³ Nevertheless with private funds the Andrew Rankin Memorial Chapel was erected and the basement in it was intended for a library. Annually, thereafter for several years congress was asked for an appropriation of \$1,000 to equip this basement with shelves. This, congress refused to do, and for many years longer the library remained on the third floor of the Main Building.³⁴ In 1903, \$200,000 was requested of congress with which to erect a large building to contain the library, the Y. M. C. A., and a gymnasium. The request was denied.³⁵ Finally, in 1910, Andrew Carnegie erected a library on the campus.³⁶

For many years this Carnegie Library was inadequate for the rapidly growing University. When it was erected the enrollment was 1,253. In 1937 the enrollment was 2,108. But the Trustees had made another request for a library about 1929. To this request congress finally responded generously with over \$1,000,000. The new library—Founders Library, as it is called—erected between 1929 and 1937, accommodates seven hundred thousand volumes, and in addition, contains room for nine hundred study seats.³⁷

The building is named the Founders Library in honor of the 17 men who founded the institution and to whom the charter for Howard University was issued. Hence, the term is used as a collective noun written without the apostrophe. It is located on the site of the historic Main Building. The cornerstone was laid with formal ceremonies on June 10, 1937. On January 3, 1939, it was opened for service and formally dedicated on May 25, 1939, with Harold L. Ickes, Secretary of the Interior, presenting it to the University as a gift of the Federal Government.

³²*Annual Report of Howard University* for the year 1868-'69.

³³*Report of the President*, August 1, 1892.

³⁴*Ibid.*, July 1, 1894.

³⁵*Report of the President*, July 1, 1903.

³⁶*Ibid.*, July 15, 1910.

³⁷*Ibid.*, 1929-1938; John Jasper, "Newest Cassell Designed Structure a Fairyland," *The Washington Afro-American*, April 23, 1938, p. 8 (pictures).

Its exterior is Georgian in style, and is of red, sand-finish brick with limestone trim. There are three floors. Separate rooms are provided for the reserved book reading room, delivery room, the card catalog and exhibit hall, general reference, periodicals, cataloging and bibliography, acquisitions, graduate study, the browsing collection, the Moorland Foundation, lecture hall, library instruction, treasure room, archives, and a map room. In addition there are 7 seminar rooms, 28 individual faculty studies, and 70 stack carrels. There are 8 stack levels providing now for 350,000 books and capable of expansion of 50 to 100 per cent. It is equipped with a pneumatic tube system and a book conveyor with selective automatic returns; a lecture hall equipment of motion picture, sound and talking projection as well as a stereopticon; a separate staff rest room for males and females, with a complete General Electric Kitchenette; a tower containing a clock and chimes; and a console installed by the Radio Corporation of America which may be operated by a 25 manual keyboard, or by an automatic record playing mechanism. A public address system permits reception and amplification of radio broadcasts or campus activities. The chimes duplicate the Westminster peal, while the clock system of the entire University is connected with the grandfather's clock and the huge four-faced clock, which commands great attention when the tower is illuminated.³⁸

³⁸A—*Administration and General Scope and Purpose of the Manual*, pp. 13-14. This Manual is in the office of the Librarian.

XX. *The Federal Appropriation* 1866-1940

THE NEED OF A CONTINUOUS REVENUE

When William Weston Patton came to Howard University as its tenth executive in the summer of 1877, affairs at the school were very discouraging. This condition of things was due primarily to three conflicting circumstances.

In the first place, since the founding of the University in 1867, a decade before, no president had given his undivided attention to the school. Unfortunately, during that decade (1867-1877) the school had had at least eleven executives who were either presidents or acting presidents—Boynton, Sunderland, Howard, Whittlesey, Alvord, Barber, Langston, Eaton, Whipple, Smith, and Fairfield. In the second place, the great enthusiasm of the founders of the University led them into a very rapid expansion of the work. By 1872, they had organized a Normal Department, Medical Department, Law Department, Pharmaceutical Department, Military Department, Preparatory Department, and a Theological Department. In the third place, the financial support, which was very encouraging from the beginning, began to fail rapidly by 1873. The nationwide panic of that year fell heavily upon the school. It was during this panic that the Bureau of Refugees, Freedmen and Abandoned Lands was discontinued. The Bureau gave the University about \$528,955.95 prior to its closing. Many smaller donations which had been made from time to time by churches or by individuals were also discontinued when the panic of 1873 crippled the industry of the country.

While these incomes were available, the University grew rapidly—a growth evidenced not only by an increase in the number of departments and new buildings, but also by an increase in the salaries of the officers. In the beginning, a large majority of the positions were without salaries. In a position where there was compensation, the amount very often depended

upon the income from tuition and donations. However, by 1869, the president, for full-time service, received \$5,000 annually; a professor, for full-time service, received \$3,000 annually.¹

The sudden and unexpected loss of income after 1872, in the midst of this rapid-expansion, brought about, within a very few years, a large deficit. By 1875, the University was more than \$100,000 in debt. It was paying on its indebtedness an annual interest of about \$9,500. The Trustees became very much alarmed at this condition of affairs. Early in 1873, they appointed a Committee on Retrenchment and Economy. On June 2, of that same year, this committee reported

that the estimated expenditures for the coming year, on the present basis, will exceed the estimated receipts from all known sources for the current purposes by more than 100 per cent To continue the present ratio of expenditures, the committee added, so largely in excess of receipts, would be unbusiness-like, unwise and unsafe.²

In compliance with the recommendations of this committee, all salaried officers of the University were asked to resign with the privilege of reappointment at half salary, and the professional schools were made self-supporting—the professors in them being permitted to receive their former salaries provided the money necessary be raised from tuition and donations. All resigned. All but a few asked for reinstatement at half salary. This drastic action brought some relief. By 1874, however, conditions were again so bad that a further reduction in salaries was necessary. The acting president was voted \$1,500 annually; a full-time professor \$1,500 annually. Two years later (1876), the salary of the secretary-treasurer was reduced to \$1,200 and a house; that of an instructor to \$800 without a house. By 1877, the annual salary of a full-time professor and of the secretary-treasurer had been reduced to \$1,000 and a house.

To reduce salaries alone was not sufficient. Many of the departments were closed. The Military, Music, Commercial, and Industrial Departments were discontinued. The Law De-

¹*M of B*, November 5, 1867.

²*The Preliminary Report of the Committee on Retrenchment*, June 2, 1873; *M of B*, June 2, 1873.

partment and, probably, the College Department had a desperate struggle for existence during 1875 and 1876.³

Another evidence of the disintegration of the University is a letter dated July 16, 1874, in which an application of the University for a loan of \$75,000 is denied. It read:

Your favor of the 11th inst., is received. At a meeting held today the Directors considered your application made to this company for a loan of \$75,000 on your property in Washington, and declined to make the same.⁴

On September 14, 1874, a firm was found with enough confidence in the soundness of the University to grant it a loan of \$85,000.00. The Trustees, however, were compelled to pay for this loan nine per cent (9%) payable semi-annually, and a commission of one and one-half per cent (1½%). On October 19, of the same year, the University was able to negotiate another loan, this time for \$80,000, by paying ten per cent (10%) interest and a commission of two and one-half (2½%) per cent.⁵

This was the dark age in the history of the University. These were the seven lean years. This was the period of anarchy. There were three causes for this grave and serious condition of affairs. In the first place, there was need of a president who would remain in office more than one year. In the second place, there was need of a president who would devote his undivided attention to the school; and in the third place, there was need of a continuous and an abundant revenue.

THE ANNUAL FEDERAL APPROPRIATION

President Patton solved these three problems. For twelve years, he served with all his heart and soul and mind. And wisely, he devoted his attention first to the problems of revenue.

The office of financial agent was revived.⁶ In a few years many gifts from private sources began to come to the school. Finally, during the year 1879, the Congress of the United

³*The Record of the Faculty of the School of Liberal Arts*, p. 64; *The Evening Star*, Washington, D. C., July 29, 1875; "Frederick Douglass and the Republican Party," an Editorial.

⁴Lewis C. Grover of Newark, New Jersey, President of an Insurance Company, to the Trustees, July 16, 1874—a letter.

⁵*Minutes of the Executive Committee of the Board*, pp. 43, 53.

⁶*M of B*, May 29, 1879. Reverend Charles A. Harvey, M.D., was appointed December, 1873, and served until 1888.

States was prevailed upon to appropriate a sum of money for the support of the work. This first appropriation was passed March 3, 1879.⁷ The amount, \$10,000, inserted in the Sundry Civil Appropriation Bill, was so small as compared with the total amount carried in the bill—\$19,952,600.84, that it probably would have attracted no attention had not the effort been made to have the District of Columbia pay one-half of it. This effort provoked the following debate:

Mr. Bayard (of Delaware): I should ask why one-half of this appropriation for Howard is to be paid by the District? What has the District of Columbia more to do with the University than any other similar number of people in any one town? Unless it is explained otherwise than I think it can be, I shall move to strike out the last line which provided that one-half of this appropriation for Howard University shall be paid by the District of Columbia.

Mr. Windum (of Minnesota): The Committee on Appropriations were of the opinion that the colored population of the District was very largely interested in it, and therefore, thought it desirable to make that provision. If the Senate think not, I for one, will yield very readily to their judgment.

Mr. Bayard: I do not propose to interfere with the wisdom of the appropriation to this University. I take it for granted that the Committee who reported it had good and sufficient grounds for inserting the provision, but I do not know any reason why the people of this District should be saddled with one-half of this expense when they have no more to do with it than any other similar number of inhabitants anywhere in the country.

Mr. Dorsey: There is no objection to dropping the words "one-half" thereof to be paid by the District of Columbia" but the District supplies more than its proportion of indigent persons who are supported and receive education at that institution.

The Vice-President: Does the Senator of Delaware move to amend the amendment of the Committee?

Mr. Bayard: I move that the amendment be amended by striking out after the word "dollars," the words: "one-half-thereof to be paid by the District of Columbia."⁸

The amendment was passed, and on March 3, 1879, the Sundry Civil Appropriation Bill, containing the Howard University item, was signed by the President of the United States.

On March 4, 1879, the *Evening Star* of Washington, D. C., carried the following:

The people of the District are indebted to Senator Bayard for the defeat

⁷*Debate in Senate on H. R. 6471, February 28 to March 3, 1879, Congressional Record.*

⁸*Ibid.*

of the amendment to the Sundry Civil Appropriation by which it was proposed to saddle upon them half of the amount of the appropriation for the maintenance of the Howard University. Mr. Bayard pointed out that the people of this District have no more to do with the University than any similar number of inhabitants any where else in the country and there was no more reason why they should be burdened with half the expense. The amendment was therefore stricken out.

Years later, in 1928 a contrary opinion, namely, that the District of Columbia should support the University, was as forcefully expressed by Edward T. Taylor, of Colorado. He said:

We do not look upon this school as an obligation that the Government of the United States has to or should take over and maintain; not at all In my judgment, there is no authority or precedent for it. I have no feeling whatever against the institution or its teachers. I have always admired them. My feeling is against the District of Columbia for doing in this as in innumerable other instances, shifting its own financial responsibilities off onto the taxpayers of the country and retaining practically all the benefits. The very rapid growth and enormous wealth of this city has reached a point where I think this university should be turned over to the 550,000 people of this District (nearly one-third of whom are colored) to maintain by proper taxes and appropriate tuition fees for outside attendants the same as practically all other educational institutions are maintained. The school deserves much better treatment from the District officials and also from both the white and colored population of this city.⁹

At first, Congress was very indefinite in the wording of the appropriation for the University. The first statement was simply this, "Howard University for maintenance, \$10,000.00." As time went on, the wording became more definite. In 1882, we find the following:

For maintenance of the University; to be used in payment of part of the salaries of the officers, professors, and teachers, a portion of which will be paid from donations and other sources—\$15,000.00. For repairs of buildings of the Howard University . . . \$10,000.00. In all \$25,000.00.

In 1891, this statement was added:

. . . . and the proper officers of the said University shall report annually to the Secretary of the Interior how this appropriation is expended. In all \$29,300.00.

In 1896, the appropriation was made

Provided, that no part of this appropriation shall be used directly or indirectly for the support of the Theological Department of said University—

⁹*Interior Department Appropriation Bill for 1930*, p. 629.

nor for the support of any sectarian denomination or religious instruction therein and provided further that no part thereof shall be paid to said University until it shall accord to the Secretary of the Interior or his designated agent or agents authority to inspect such University and to control and supervise the expenditure therein of all money paid under this appropriation. In all \$32,600.00.

In 1898, we find another proviso to the effect that

. . . . \$27,500.00, of which sum not less than \$1,500.00 shall be used for normal instruction For tools, materials, fuels, wages of instructors and other necessary expense of the industrial department \$3,000.00 For material and apparatus for chemical, physical and natural history and laboratory \$2,000.00.

This increasing control of the appropriation year by year by Congress developed into a movement for the federalization of the University.¹⁰ Several bills were introduced into Congress urging more or less federalization. A bill to amend sections four and eight of the Act of Incorporation of Howard University, known as H. R. 9635, was introduced June 3, 1924, by Louis C. Crampton, a member of the Appropriation Committee of the House of Representatives. This bill vested the government of the University in a Board of Trustees to be appointed by the President of the United States upon the nomination of the Commissioner of Education. This bill also legalized the appropriation. Louis C. Crampton introduced another bill on December 10, 1924 (H. R. 10604). This bill aimed solely to legalize the appropriation. H. R. 8466, introduced by Daniel A. Reed of New York on January 27, 1926, was the Crampton Bill, H. R. 10604 verbatim. Hence this bill also legalized the appropriation only. But Royal H. Weller of New York introduced a bill on April 8, 1926, known as H. R. 11112, to amend section four of the Act of Incorporation of Howard University to read as follows:

The government of Howard University shall be vested in a board of trustees, not less than eighteen in number, to be appointed and elected as follows: One-third appointed by the Commissioner of Education, one-third elected by a mail ballot of the alumni of the University under alumni auspices, and these two-thirds thus appointed and elected shall at their first meeting elect by a written ballot one-third additional trustees to complete the required number of not less than eighteen trustees: Provided, that each group shall be appointed and elected so as to have the terms of each group expire

¹⁰*M of B*, January, 1911.

one-third in one year, one-third in two years, and one-third in three years. After the first election, the term of service of each trustee thereafter elected or appointed shall be for three years.

The arguments presented in favor of Federal support, with more or less of Federal control, were as follows:¹¹

Apart from the precedent established by forty-five years of Congressional action the Committee feels that Federal aid to Howard University is fully justified by the national importance of the Negro problem. For many years past it has been felt that the American people owed an obligation to the Indian, whom they dispossessed of his land, and annual appropriations of sizable amounts have been passed by Congress in fulfillment of this obligation. The obligation in favor of the Negro race would seem to be even stronger than in the case of the Indian. The Negro was not robbed of his land as was the Indian, but was seized by force and brought unwillingly to a strange country, where for generations he was the slave of the white man, and where, as a race, he has since been compelled to eke out a meager and precarious existence.

Moreover, financial aid has been and still is extended by the Federal Government to the so-called land-grant colleges of the various states. While it is true that Negroes may be admitted to these colleges, the conditions of admission are very much restricted, and generally it may be said that these colleges are not at all available to the Negro, except for agricultural and industrial education. This is particularly so in the professional medical schools, so that the only Class A School in America for training colored doctors, dentists, and pharmacists is Howard University, it being the only place where the complete clinical work can be secured by the colored students.

There is furthermore, a strong practical reason why a school like Howard University should be maintained in the District of Columbia. The Freedmen's Hospital was authorized by Congress in 1904, and was built upon land owned by Howard University. The University generously leased the land to the Federal Government for ninety-nine years, at \$1.00 a year, with a privilege of renewal for a like period. The existence of this hospital so near to the medical school of Howard University affords the students of the University an opportunity which exists nowhere else in this country to acquire the clinical instruction which is necessary to complete each student's medical course. On the other hand, this opportunity exists for white students in every State of the Union.

In addition to the great importance to the country of having an institution capable of developing trained leaders for the colored race in all walks of life, the urgent necessity of making possible a supply of properly trained physicians of that race for the protection of the health of all our people, white as well as black, must be plain to every fair-minded American citizen.

The opposition to Federal support for Howard University maintained that:

¹¹Committee Report No. 163 to accompany H. R. 8466, January 29, 1926.

There is no legal ground on which the support of a private institution by Government funds can be justified; and there is no constitutional ground on which the federalizing of an institution for the benefit of a class of persons who are citizens of the United States and in no sense the peculiar wards of the Government can be defended. If we have the right to appropriate to Howard University we have an equal right to appropriate to George Washington University . . . Howard has come thus far through the munificence of the Congress in illegally appropriating to a private institution money taxed from the people for Government expenses. The time has now come not that the burden should be permanently fastened on the Government in a way to insure its constant growth as a vicious paternalistic proposition, but that the school should be given an opportunity to live and work of its own right, by its own strength and in its own way.¹²

While each congressman who signed this minority report was a Democrat, it cannot be accurately maintained that the Howard University appropriation is a party issue. Both Democratic and Republican administrations have supported it. Representative Blanton, one of the Democratic leaders in the House, joined with Representative Crampton in support of the appropriation for 1926. Blanton said:

I have checked up on this proposition. This colored race needs doctors, it needs colored nurses, it needs dentists, and it needs teachers to teach in their schools, and Howard University every year prepares teachers for the colored race—colored teachers if you please. The only kind of teachers who ought to teach the colored race is colored teachers and not white teachers. Howard University is providing trained colored teachers to teach the race; it is providing trained colored dentists to wait on them, and trained doctors. It is a good investment, and let us keep it up, law or no law.¹³

The appropriation for 1926, amounting to \$218,000, was passed.

Two years later, Federal appropriations for Howard University were legalized by the following act which was approved December 13, 1928:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled that section eight of an Act entitled "An Act to incorporate the Howard University in the District of Columbia," approved March 2, 1867, be amended to read as follows:

Sec. eight. Annual appropriations are hereby authorized to aid in the construction, development, improvements, and maintenance of the university,

¹²Minority Report to accompany H. R. 10604, January 21, 1925, Report No. 1258.

¹³*The Evening Star*, Washington, D. C., April 21, 1926.

no part of which shall be used for religious instruction. The university shall at all times be open to inspection by the Bureau of Education and shall be inspected by the said bureau at least once each year. An annual report making a full exhibit of the affairs of the university shall be presented to Congress each year in the report of the Bureau of Education.¹⁴

Notwithstanding the fact that since 1879 the Federal Government had appropriated money for salaries, nevertheless, just prior to 1928, there was a disposition on the part of members of the Appropriation Committee not to vote money for that purpose. The following discussion took place at one of the meetings. Said Crampton:

I express the decided opinion that material increases in salary appropriations ought not to be expected from the Government. Whether this one is given or not by the committee remains to be seen; but if it is given, it is not to be taken as merely the preliminary for another \$100,000 next year, and so on. I can see that under the procedure of things we may get to the point where we will have propaganda let loose on us for increases of salaries for the professors of Howard University. That ought not to be our concern at all.

We have had a theory and I have therefore suggested that I have thought that there should be a definite program of construction of physical improvements. I am only suggesting that this material increase in the salary roll is likely to get in the way of physical improvements.¹⁵

"I hope not, Mr. Chairman," replied Dr. Johnson. "We certainly appreciate the help which the Government has given and is now giving in our program of physical improvement. We hope that this help will continue but our needs for additional personnel are so great that we are obliged to set before you the hope that substantial help in this direction may not be precluded."¹⁶

To this Crampton replied: "I can see that it would be very satisfactory if we could give you the assurance that whatever money you need, that you can not get anywhere else, you can come to Congress and get it. We are not in a position to give out that assurance."¹⁷

The Act of 1928, however, was immediately interpreted to authorize appropriations for salaries. By it appropriations

¹⁴45 Stat. 1021, c. 26.

¹⁵"Statement of Dr. Mordecai W. Johnson," November 17, 1928, *Interior Department Appropriation Bill for 1930*, p. 629.

¹⁶*Ibid.*

¹⁷*Ibid.*

FEDERAL APPROPRIATIONS TO HOWARD UNIVERSITY — 1867 TO 1940

<i>Administration</i>	<i>Year</i>	<i>Source</i>	<i>Amount</i>	<i>Total</i>
Boynnton	March 19, 1867 to Aug. 27, 1867	Freedmen's Bureau		
Sunderland	Aug. 27, 1867 to April 5, 1869	Freedmen's Bureau		
Howard	April 5, 1869 to Dec. 25, 1874	Freedmen's Bureau		
AWhittlesey	Time to time—1870, 1871, 1872	Freedmen's Bureau*		\$528,955.95
AAlvord	Time to time—1870, 1871, 1872	Freedmen's Bureau		
ABarber	Sept. 9, 1872 to Nov. 18, 1872	Freedmen's Bureau		
BLangston	Dec. 1, 1873 to June 16, 1875	No Federal Appropriation		
cWhipple	June 16, 1875	No Federal Appropriation		
AFairfield	Sept. 1, 1875 to Dec. 16, 1875	No Federal Appropriation		
Smith	Dec. 16, 1875 to June 15, 1876	No Federal Appropriation		
AFairfield	Jan. 20, 1876 to June 30, 1877	No Federal Appropriation		
Patton	April 25, 1877 to Dec. 31, 1889			
	1877	No Federal Appropriation		
	1878	No Federal Appropriation		
	1879-1880	From Congress Directly**	10,000.00	
	1880-1881	From Congress Directly	10,000.00	
	1881-1882	From Congress Directly	10,000.00	
	1882-1883	From Congress Directly	25,000.00	
	1883-1884	From Congress Directly	18,500.00	
	1884-1885	From Congress Directly	22,500.00	
	1885-1886	From Congress Directly	24,500.00	
	1886-1887	From Congress Directly	24,500.00	
	1887-1888	From Congress Directly	24,500.00	
	1888-1889	From Congress Directly	23,400.00	
	1889-1890	From Congress Directly	23,000.00	215,900.00

FEDERAL APPROPRIATIONS TO HOWARD UNIVERSITY — 1867 TO 1940 — *Continued*

<i>Administration</i>	<i>Year</i>	<i>Source</i>	<i>Amount</i>	<i>Total</i>
Rankin	Nov. 15, 1889 to Feb. 24, 1903			
	1890-1891	From Congress Directly	29,300.00	
	1891-1892	From Congress Directly	34,800.00	
	1892-1893	From Congress Directly	29,500.00	
	1893-1894	From Congress Directly	28,800.00	
	1894-1895	From Congress Directly	29,500.00	
	1895-1896	From Congress Directly	29,500.00	
	1896-1897	From Congress Directly	32,600.00	
	1897-1898	From Congress Directly	32,600.00	
	1898-1899	From Congress Directly	33,600.00	
	1899-1900	From Congress Directly	35,100.00	
	1900-1901	From Congress Directly	35,100.00	
Hamlin	1901-1902	From Congress Directly	35,100.00	
	1902-1903	From Congress Directly	42,100.00	427,600.00
	Feb. 24, 1903 to Sept. 15, 1903			
	1903-1904	From Congress Directly	39,100.00	39,100.00
Gordon	Sept. 15, 1903 to June 30, 1906			
	1904-1905	From Congress Directly	51,600.00	
	1905-1906	From Congress Directly	47,600.00	99,200.00
Fairfield	Jan. 1, 1906 to Aug. 31, 1906			
	1906-1907	From Congress Directly	47,600.00	47,600.00

FEDERAL APPROPRIATIONS TO HOWARD UNIVERSITY — 1867 TO 1940 — *Continued*

<i>Administration</i>	<i>Year</i>	<i>Source</i>	<i>Amount</i>	<i>Total</i>
Thirkield	May 1, 1906 to June 30, 1912			
	1907-1908	From Congress Directly	59,700.00	
	1908-1909	From Congress Directly	63,200.00	
	1909-1910	From Congress Directly	162,200.00	
	1910-1911	From Congress Directly	194,700.00	
	1911-1912	From Congress Directly	111,240.00	
	1912-1913	From Congress Directly	92,000.00	683,040.00
Newman	July 1, 1912 to June 30, 1918			
	1913-1914	From Congress Directly	101,000.00	
	1914-1915	From Congress Directly	101,000.00	
	1915-1916	From Congress Directly	101,000.00	
	1916-1917	From Congress Directly	101,000.00	
	1917-1918	From Congress Directly	101,000.00	
	1918-1919	From Congress Directly	117,937.75	622,937.75
Durkee	July 1, 1918 to June 30, 1926			
	1919-1920	From Congress Directly	121,937.75	
	1920-1921	From Congress Directly	243,000.00	
	1921-1922	From Congress Directly	280,000.00	
	1922-1923	From Congress Directly	190,000.00	
	1923-1924	From Congress Directly	232,500.00	
	1924-1925	From Congress Directly	365,000.00	
	1925-1926	From Congress Directly	591,000.00	
	1926-1927	From Congress Directly	218,000.00	2,241,437.75
	June 8, 1926			
cGregg				

FEDERAL APPROPRIATIONS TO HOWARD UNIVERSITY — 1867 TO 1940 — *Continued*

<i>Administration</i>	<i>Year</i>	<i>Source</i>	<i>Amount</i>	<i>Total</i>
Johnson	June 30, 1926- 1927-1928	From Congress Directly— New bldgs., 1928-'30†	218,000.00	
	1928-1929	New bldgs., 1929	626,300	
	1929-1930		320,000.00	
	1930-1931	New bldgs., 1931	510,000.00	
	1931-1932		675,000.00	
	1932-1933	New bldgs., 1933	675,000.00	
	1933-1934		632,500.00	
	1934-1935	New bldgs., 1935	636,875.00	
	1935-1936		665,005.00	
	1936-1937		675,000.00	
	1937-1938		700,000.00	
	1938-1939	New bldgs., 1939	121,200	
	1939-1940		752,000.00	
			\$4,645,888	\$7,422,380.00
				\$12,068,268.00
				\$ 528,955.95
				16,445,083.50
Grand total receipts from Federal Government prior to 1940				\$16,974,039.45

Total receipts from Freedmen's Bureau

Total receipts from Federal appropriations

Grand total receipts from Federal Government prior to 1940

^AActing President.^BVice President and Acting President.^CDid not accept presidency.^{*}*Howard Investigation, 1870, "Minority Report" (Charge First), p. 7.*^{**}B. G. Lowrey, "Minority Report," February 16, 1926, to accompany H. R. 8466, *House Report 163, Part 2, 69th Congress, 1st Session.*[†]*Interior Department Bill for 1939, p. 828.*

were classed under two heads: "Salaries and General Expenses."¹⁸

"The character of this appropriation," said Johnson, "bore marks of the intent of the Government to give substantial attention to the personnel needs of the institution as well as to the needs of the physical plant thereby contributing the most fundamental encouragement."¹⁹

¹⁸*Ibid.*, p. 623.

¹⁹*Interior Department Appropriation Bill for 1931*, p. 1197.

XXI. *Receipts and Expenditures*

The financial history of Howard University may be divided into three periods: the 8 years prior to 1875, the 53 years from 1875 to 1928, and the 12 years since 1928.

During the first period the chief sources of income were donations from the Federal Government, the income from the sale and rent of land and houses, and from individual donations.¹ The chief sources of income during the second period were the annual Federal appropriations and student fees.² Since 1928, in addition to the greatly increased Federal appropriations, there have been large donations made by organized private philanthropy.³

Between 1866 and 1875 the Federal Government through the Bureau of Refugees, Freedmen and Abandoned Lands contributed over \$1,000,000 directly or indirectly toward the support of Howard University.⁴ O. O. Howard was determined, as he said, to make Howard University the richest school in the country.⁵ The donations made by the Bureau were in the form of cash, salaries of officers, rent of buildings, donations of tracts of land and houses, income from improved property, railroad fare for University officials, furniture and other equipment for buildings, and miscellaneous supplies.⁶

¹Contract for the sale of the Miller Estate, December 4, 1874, to A. L. Barber & Company, Washington, D. C. *M of B*, October 4, 1870; The Report of the Executive Committee, July 2, 1867; The Report of Whittelsey, the Agent, July 2, 1867; Patton, *History of Howard University*, pp. 20-25.

²Patton, *op. cit.*, pp. 20-25; *Reports of the Presidents, 1875-1929; Reports of the Treasurers, 1875-1929.*

³*Reports of the Presidents, 1929-1937; Reports of the Treasurers, 1929-1937.*

⁴See Chapter I, pp. 20-22.

⁵"General Howard and his work," *The Christian Press*, New York, August 29, 1867. (Scrapbook, Vol. 3.)

⁶*M of B*, June 1, 1868; *Ibid.*, November 2, 1868; T. W. McNeely, Speech, February 22, 1871, 41st Congress, 3rd Session, *Congressional Globe*, Part 2, pp. 1527-1528, col. 3.

In 1869, for example, the officers of the Bureau invested \$25,000 in two squares of land in the District of Columbia. Later, these two squares were transferred to Howard University.⁷ In 1869 the Federal Government transferred to Howard University the Main Building which was razed in 1937, the dormitory building (Miner Hall), the medical department building and hospital wards.⁸

Another fruitful source of income during this same period was the sale and rental of land and houses. By the summer of 1867 the University had sold building lots to the value of \$170,000.⁹ For many years thereafter the payments on these lots and interest due brought in annually thousands of dollars.¹⁰ Also during this period of rising prices in land in the District of Columbia, prior to the panic of 1873, the University bought and sold real estate at a profit.¹¹ The Miller Estate which was situated near the corner of what is now 7th Street and Florida Avenue was purchased in 1870 for \$60,000 and sold in 1873 for \$115,000.¹² There were numerous transfers of property during this period at a profit of 300%.¹³

After 1873, however, property in the District of Columbia became a drug upon the market.¹⁴ The two squares which were transferred to the University by the Bureau in 1869 had become such a burden that the University was not able in 1877 to pay the taxes.¹⁵ In 1889 this same property was advertised for sale for taxes and assessments for special improvement which were long over-due. At that time the secretary-treasurer suggested that since this property was unproductive and with a "cloud" upon its title that it would be wise to let it be sold for

⁷J. B. Johnson to the Executive Committee concerning Squares 1032, 1054, 1055, March 12, 1889.

⁸McNeely, *op. cit.*

⁹Report of the Executive Committee, July 2, 1867; *Report of Whittelsey, the Agent*, July 2, 1867.

¹⁰*Reports of the Treasurers, 1867-1890.*

¹¹*M of B*, February 3, 1868; *M of B*, March 2, 1868.

¹²Contract to sell to A. L. Barber & Company, December 4, 1874.

¹³*M of B*, February 3, 1868.

¹⁴Brown to "Dear Professor," September 9, 1874, (*Manuscript Records of Howard University, 1874.*)

¹⁵J. B. Johnson to the Executive Committee, March 12, 1889, *M of B*, March 12, 1889.

taxes provided a friend of the University could be found who would purchase it and later transfer the title to the University.¹⁶

The closing of the Bureau in 1872 and the drop in real estate values after 1873 were largely responsible for the insolvency of the University during the latter part of this first period of its financial history.¹⁷ By 1875 the University was \$100,000 in debt.¹⁸ The officers had for several years been paying one debt by making another, borrowing money from the banks at a high rate of interest and mortgaging the real estate of the University to secure the loans.¹⁹

Thousands of dollars therefore were spent in interest. Of the \$87,982.09 which was the total amount spent by the University during the year ending June 30, 1872, \$3,280.69 was spent for interest; the next year out of \$84,180.64, \$6,208.13 was spent for interest; of the \$53,268.04 spent in 1874, \$8,306 was for interest; the next year out of an expenditure of \$46,461.66, \$8,512.28 was for interest. In 1876, \$7,062.10 out of \$25,802.03 was for interest. The next year (1877) the University spent about one-third of its total expenditure for interest—\$5,010.68 out of a total expenditure of \$16,322.48. If the amount spent on buildings and grounds each year is subtracted, the total amount expended for scholastic purposes alone was reduced from \$57,160.40 in 1872 to \$9,446.19 in 1877.²⁰

The second period of the financial history of Howard University opened therefore with a large debt upon the University. By a great sacrifice on the part of the faculty the members of which taught during this period for little or nothing and by a rigid economy on the part of the Trustees of the University the debt was liquidated by 1890.²¹

But for several years, chiefly from 1875 to 1879, because of this economy the University barely existed. In 1872 when the Freedmen's Bureau was closed O. O. Howard reminded

¹⁶J. B. Johnson to the Executive Committee, March 12, 1889.

¹⁷Patton, *op. cit.*, pp. 20-25.

¹⁸*Ibid.*

¹⁹*M of B*, January 24, 1874; June 16, 1874; Lewis C. Grover, President of the Mutual Benefit Life Insurance Company, Newark, New Jersey, July 16, 1874, to the Trustees of Howard University.

²⁰Patton, *op. cit.*

²¹Patton, *op. cit.*

the Trustees that up to that time they had leaned heavily upon the Bureau for financial support and that they could lean upon the Bureau no longer.²² When the Bureau's support was finally withdrawn, the University collapsed. And not until 1879 when the Federal Government again came to its support by annual Federal appropriations was there much hope for growth. This annual gift on the part of the Federal Government although relatively small, increased gradually and assured the existence of the school. From 1879 to 1928 there was appropriated for the University \$4,376,815.50.²³

During this second period of the financial history of the University the expenditures of the Trustees were primarily for the bare necessities. They did, however, in 1890 erect a \$20,865 home for the new president²⁴ and a few years later a \$24,000 chapel for the University church.²⁵ The other expenditures were for repairs to buildings primarily. It was not until 1909 that a building for educational purposes was erected.²⁶ The last building erected by O. O. Howard for educational purposes was Spaulding Hall in 1872.²⁷ Spaulding Hall was the first applied science building and was called the Industrial Hall. The University chapel then was on the second floor of that building. In 1909 the Federal Government erected on the campus a science building called Thirkield Hall and a new applied science building.²⁸ About the same time Andrew Carnegie donated a \$50,000 library.²⁹ Some years later the World War stimulated a renewed activity in the erection of buildings. Between 1917 and 1928 a gymnasium³⁰-armory and stadium, a dining-hall building and a new medical school building were completed.

It was during this second period also that the cost of administration began to increase materially. President Gordon demanded an increase in the president's salary and a moderately

²²O. O. Howard to A. L. Barber, July 26, 1872.

²³See Chapter XX.

²⁴See Chapter X.

²⁵*Report of the President*, July 8, 1893, p. 4, and July 1, 1895, pp. 3-4.

²⁶See Chapter X.

²⁷*Ibid.*

²⁸*Ibid.*

²⁹*Ibid.*

³⁰*Ibid.*

equipped office. The Trustees voted him a salary of \$5,000 annually and \$1,000 annually for travelling expenses. Heretofore several officers of the University had shared in the services of one stenographer and one telephone. President Gordon insisted upon a private telephone and a private stenographer. The Trustees granted both. They voted an annual salary of \$950 for the stenographer. At the same time the Trustees relieved President Gordon of the responsibility of teaching in the Theological Department.³¹ Former presidents had taught in that department. To relieve the president of this duty, a teacher was employed at \$750 a year.³²

From the administration of President Gordon in 1905 to 1938 the increase in the cost of administration grew steadily. The first attempt of the treasurer of the University to segregate the administration and general expenses was made in 1909. The next year these expenses were itemized as follows:

Salaries of officers, president, secretary, treasurer and auditor.....	\$6,836.00
Salaries of assistants, stenographers, etc.....	3,127.68
Heat, light and water.....	417.35
Telegraph and telephone	432.40
Printing and stationery	712.14
Postage	331.04
Miscellaneous expenses	766.04
Travelling expenses	356.43
Advertising	285.41
Publication expenses	945.93
Total	\$14,210.42

The total amount expended for administration and general expenses in 1910 was \$14,210.42.³³ The total amount expended for administration and general expenses in 1919 was \$16,993.54.³⁴ Twenty years later, 1937, the total amount expended on administration and general expenses was \$287,971.47. That year it was itemized as follows:

Board of Trustees and Executive.....	\$4,527.66
President's Office	18,268.53
Secretary's Office	20,100.39
Treasurer's Office	31,203.07

³¹Archibald H. Grimke, the *New York Age*, Thursday, May 11, 1905.

³²*M of B*, 1874-1877; *Report of the President*, July 1, 1904, p. 10.

³³*Report of Treasurer*, 1909-1910.

³⁴*Report of Treasurer*, 1917-1918.

Registrar's Office	16,353.02
Dean of Men's Office.....	6,297.16
Dean of Women's Office.....	10,873.73
Student Health	8,438.36
General Expense	58,215.35
College of Liberal Arts.....	11,528.57
College of Engineering and Architecture.....	5,404.40
School of Music.....	9,307.38
Graduate School	10,983.83
College of Medicine.....	11,837.31
College of Dentistry	9,392.34
College of Pharmacy.....	4,882.51
School of Religion.....	7,399.36
School of Law.....	11,066.90
Summer School	2,026.80
Library ³⁵	29,864.80

The grand-total expenditure of the University for the year ending June 30, 1910, was \$268,310.19;³⁶ the grand total expenditure for 1918 was \$182,666.48;³⁷ the grand total for 1937 was \$1,099,150.89.³⁸ The total enrollment of the University for 1910 was 1,252;³⁹ the total enrollment for 1918 was 1,657;⁴⁰ the total for 1937 was 2,116.⁴¹ During this period i.e. from 1910-1937 the enrollment of the University increased 69%. During the same period the grand total expenditure of the University increased 309%, and during the same period the total amount spent for administration and general expenses increased 1,926%. It is interesting to note that during the period from 1914 to 1929 administration expenses at Fisk University increased 1,120%.*

During this second period of the financial history of the University the Trustees of the University began to re-purchase land and houses located on Georgia Avenue, Howard Place, Sixth Street and Fairmont Avenue. These purchases were made to provide space for expansion. Between 1909 and 1920, \$98,653.95 was spent in this way. Among the purchases made

³⁵*Report of Treasurer, 1936-1937.*

³⁶*Report of Treasurer, 1909-1910.*

³⁷*Report of Treasurer, 1917-1918.*

³⁸*Report of Treasurer, 1936-1937.*

³⁹*General Catalogue, 1909-1910.*

⁴⁰*Ibid., 1917-1918.*

⁴¹*Ibid., 1936-1937.*

**Progress at Fisk University*, by Thomas E. Jones, President, 1929, p. 7.

were the Howard House in 1909 for \$7,282.55; the lots on the corner of Georgia Avenue and Howard Place extending to Corby's Bakery in 1909 and 1910 for \$19,838.01; the Johnson house and lot on Sixth Street, now occupied by the Division of Social Work, in 1913 for \$10,047.33; and the King Hall houses and lots on Sixth Street, now occupied by the School of Music, in 1913 for \$11,125.50.⁴²

Also during this period was begun a cooperative support of the University on the part of the Trustees, the Federal Government and organized private philanthropy. In 1909 the Federal Government erected two building on the campus; at the same time Andrew Carnegie gave the University a library. But in this development there was no cooperation on the part of the two donors. About 18 years later, however, the Federal Government, organized private philanthropy and the Trustees of the University jointly erected, equipped and endowed a medical school building. This building was erected at a cost of \$500,000. Of this sum the Federal Government appropriated \$370,000, the General Education Board \$80,000 and the Trustees of the University the balance. In addition, the General Education Board gave \$250,000 toward a \$500,000 endowment.⁴³

It was during the last period of the University's financial history that this cooperative support of the University meant millions of dollars for its development. From 1928 to 1940 the Federal Government appropriated \$12,068,268.00 toward the support of the University,⁴⁴ and private philanthropy more than \$2,000,000.⁴⁵ This comparatively large amount of money was used in the reconstruction of the campus, the purchase of contiguous property, the payment of salaries, the purchase of books and the granting of fellowships and scholarships.

From 1867 to 1915 i.e. from the founding of the University to the beginning of the World War—a period of 48 years—the University spent a grand total of \$3,737,037, an average of \$77,854.93 a year: on medicine, \$693,502; on law, \$238,394; on theology, \$154,036; on the academic departments,

⁴²Edward L. Parks to Walter Dyson, 1920.

⁴³*Reports of Presidents.*

⁴⁴See Chapter XX, p. 13.

⁴⁵*Reports of the Treasurer.*

\$2,441,586; on new buildings, \$175,263;⁴⁶ while during the one year ending on June 30, 1937, a grand total of \$1,099,-150.89 was spent. On the School of Medicine was spent \$204,-892; on the School of Law, \$25,650.23; on the School of Religion, \$16,058.33; on the College of Liberal Arts, \$242,-380.74; on the School of Music, \$32,306.36; on the School of Engineering and Architecture, \$21,598.37; on new buildings, \$312,089.97.⁴⁷

In 1873, after six years of existence, the assets and liabilities of the University were:

ASSETS ⁴⁸	
Bonds First Congregational Society, secured by mortgage, 8%----	\$11,250.00
United States 5-20 bonds-----	50.00
Thirty-four shares Aetna insurance stock (par value)-----	3,400.00
Salem and Lowell railroad bonds, 6%-----	8,500.00
Notes secured by deed of trust 7%-----	117,361.96
Individual notes (good), 6 and 8%-----	15,000.00
Eight hundred and twelve shares Y.M.C.A. stock (par value)---	20,300.00
Due on sales of land (secured on real estate)-----	37,579.97
Salable real estate-----	322,973.44
University reservation and buildings-----	422,297.17
Medical and hospital square and buildings-----	171,617.52
Movable property -----	15,500.00

LIABILITIES ⁴⁹	
Freedman's Saving and Trust Company loan, 8%-----	\$75,000.00
German American Savings Bank, 10%-----	10,000.00
President of the University, 8%-----	5,529.74
W. B. Todd, 6%-----	1,831.80
Due on Lacombe lot and house-----	2,304.51

In 1937 after seventy years of existence, the assets and liabilities of the University were:

ASSETS—June 30, 1937

CURRENT FUNDS:

General:

Cash in banks and on hand-----	\$15,129.50
Accounts receivable—students, reserved for per contra -----	53,961.08

⁴⁶Edward L. Parks to Walter Dyson, 1920.

⁴⁷V. D. Johnston to Walter Dyson, November 15, 1939.

⁴⁸*Report of the Special Committee of the Trustees of Howard University upon charges in the Sunday Capital, Washington, D. C., June 22, 1873, Washington, 1873.*

⁴⁹*Ibid.*

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Accounts receivable—other, less reserve of \$34.20	8,094.59	
Inventory of supplies, reserved for per contra	74,955.70	
Prepaid insurance	7,590.61	
	<u>\$159,731.48</u>	
Deficit, Exhibit B	47,145.72	\$206,877.20

Restricted:

Cash in bank	6,720.40	
Investment in bonds, Exhibit F	14,280.97	
Accounts receivable	200.00	
Due from General Current Funds	691.02	21,892.39
	<u></u>	<u>\$228,769.59</u>

ENDOWMENT FUNDS:

Cash in banks	64,389.26	
Deposit on real estate	400.00	
Investment in bonds, Exhibit F	440,537.50	
Stocks, Exhibit G	5,100.00	
First mortgage loans on real estate, Exhibit H	242,070.82	
American Missionary Association Trust	41,000.00	
Productive real estate	63,847.50	
Unproductive real estate	4,596.50	
Jewelry	390.99	
Due from General Current Funds	1,112.93	
Due from Restricted Current Funds	870.08	
Due from Plant Funds	95,277.96	959,593.54

EXTENSION FUND:

Cash in banks	12,595.65	
Accounts receivable	4,623.77	
Inventory—general stores	911.15	
Investment in educational plant	108,872.50	
Investment in real estate	968,878.17	1,095,881.24

PLANT FUND, Exhibit J:

Investment in bonds, Exhibit F	18,527.06
Due from Restricted Current Funds	841.08
Land	744,850.53
Buildings	3,501,963.03
Improvements other than buildings	420,856.49
Equipment	663,511.14
Library books	236,962.43
Productive real estate designated for plant	41,541.55

Unproductive land designated for plant.....	70,455.77	
Construction in progress.....	278,728.00	5,978,237.08
		<hr/>
		\$8,262,481.45

LIABILITIES—June 30, 1937

CURRENT FUNDS:

General:

Notes payable to bank.....	\$50,000.00	
Accounts payable.....	9,558.05	
Students' credit balances and deposits.....	5,757.75	
Due to Restricted Current Funds.....	691.02	
Due to Endowment Funds.....	1,112.93	
Deferred income, summer school.....	10,840.67	
Reserve for students' accounts receivable.....	53,961.08	
Reserve for inventory of supplies.....	74,955.70	\$206,877.20
		<hr/>

Restricted:

Accounts payable.....	48.00	
Due to Endowment Funds.....	870.08	
Due to Plant Funds.....	841.08	
Surplus of restricted funds, Exhibit E.....	20,133.23	21,892.39
		<hr/>

\$228,769.59

ENDOWMENT FUNDS, Exhibit I:

Principal of funds with income designated for:

General purposes.....	174,002.32	
Restricted purposes other than student aid.....	662,498.29	
Student aid.....	126,504.09	
Principal of funds temporarily functioning as endowment.....	250.00	
Principal of funds subject to annuity agreements.....	6,000.00	
	<hr/>	

969,254.70

Less—accumulated loss on sale of securities.....	9,661.16	959,593.54
	<hr/>	

EXTENSION FUND:

Accounts payable.....	669.91	
Mortgages payable.....	106,974.15	
Gifts and accumulations, principal.....	970,776.52	
Unappropriated balance of income.....	17,460.66	1,095,881.24
	<hr/>	

PLANT FUND, Exhibit J:

Due to Endowment Funds.....	95,277.96	
Fund accumulations.....	5,882,959.12	5,978,237.08
	<hr/>	

CONTINGENT LIABILITIES:

Two law suits for an aggregate sum of \$76,250.00 are pending against the University in the United States District Court for the District of Columbia.

\$8,262,481.45⁵⁰

The assets of the University were divided at first into two funds: a General Fund and a Howard Charity Fund. The General Fund included all money which was unrestricted as to its use.⁵¹ The Howard Charity Fund was a special endowment fund. Only the interest on this fund could be used to assist indigent students. By the end of the year 1867-1868 there was in the General Fund \$59,932.74 and in the Howard Charity Fund \$33,110.05.⁵² A general endowment fund was started in 1871 with a donation of \$1,000 by J. W. Alvord. Other contributions followed. Most of them, however, were for special endowments.⁵³ Before 1871 another fund was recommended—the Land Fund. General Whittelsey recommended in 1867 that the proceeds from the sale of lots be used to create a Land Fund. This fund was to be invested in United States securities only, and the interest from this investment was to be used to meet the payments on the University property, especially the land, when due.⁵⁴ In 1873, when the proceeds from the sale of land had exceeded the cost of the land, the future proceeds from the sale of land was put into a fund known as the Unrestricted Fund. This Unrestricted Fund was used from 1873 to 1905 for current expenses, for buildings and for investments, the income of which was used for current expenses. It was called the Endowment Land Fund for many years. In 1908 this Endowment Land Fund was broken up. The net proceeds from the sale of land was put in the General Endowment Fund; the sum represented by the value of land not used for educational purposes, was added to the Land Fund. The value of the land and buildings which were used for educational

⁵⁰*Report of Treasurer*, June 30, 1937.

⁵¹*Report of the Treasurer*, 1867-1868; *Report of President*, October 12, 1868, p. 17.

⁵²*Report of the Treasurer*, 1867-1868.

⁵³*Ibid.*

⁵⁴*Report of Whittelsey*, July 2, 1867.

STATEMENT SHOWING THE RECEIPTS AND EXPENDITURES OF HOWARD UNIVERSITY, FROM ITS
ORGANIZATION TO JUNE 30, 1875; COMPILED FROM THE CASH BOOK

R E C E I P T S

	1867-'18	1868-'19	1869-'70	1870-'11	1871-'12	1872-'13	1873-'14	1874-'15	TOTAL
1. Amount received from Donations from all sources.....	\$63,615 05	\$134,230 66	\$37,668 50	\$26,845 49	\$3,564 08	\$12,656 05	\$8,606 22	\$4,700 00	\$291,946 05
2. Amount received from Sales of Land.....	23,462.82	12,882 10	25,858 10	17,788 04	21,862 14	17,881 07	6,981 18	4,064 04	130,779 49
3. Amount received from Notes given for Land.....	—	—	—	—	—	—	—	—	—
4. Amount received from Borrowed Money.....	—	—	—	15,000 00	41,700 25	30,000 00	11,030 00	4,000 00	101,700 25
5. Amount received from Interest and Dividends.....	4,735 42	2,813 54	8,814 07	7,832 93	4,667 94	5,343 54	14,173 45	29,814 82	33,410 87
6. Amount received from Rents.....	333 00	26 00	8,033 99	14,079 38	14,760 56	7,870 67	6,604 71	8,394 89	62,764 47
7. Amount received from Miscellaneous sources, sale of land, old buildings, &c.....	500 00	704 00	203 10	95 56	1,482 00	4,339 91	1,029 94	368 83	60,153 20
8. Amount received from Taxes refunded.....	225 20	53 20	36 45	2 44	31 43	15 00	—	36 68	8,923 34
9. Amount received from Insurance refunded.....	—	—	—	—	—	244 00	—	—	400 40
10. Amount received from Students on acct of tuition, rooms, and other expenses..	121 00	1,223 85	1,304 16	11,885 84	12,414 86	14,561 42	8,802 05	5,512 30	214 00
Total Receipts.....	93,042 49	151,998 35	81,918 37	99,529 68	100,483 26	92,881 66	60,743 60	71,475 14	55,825 43
Balance brought forward from close of each year.....	—	40,835 25	39,868 80	41,215 52	38,114 96	34,763 75	220 69	872 15	746,067 55
Total accounted for.....	93,042 49	192,833 60	121,787 17	134,745 20	138,598 22	127,645 41	60,964 29	72,347 29	746,067 55

C H A R T A

RECEIPTS AND EXPENDITURES

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EXPENDITURES

1. Amount paid on land account.....	\$36,750 00	\$129,350 10	\$11,234 48	\$ 8,624 96	\$ 710 00	\$ 1,949 22	2,454 80	\$1,306 93	\$1,92,379 89
2. Amount paid on account for improvements on buildings and grounds.....	3,027 08	2,453 39	20,132 58	25,002 27	27,541 30	12,450 30	7,064 92	4,836 16	102,557 80
3. Amount paid on account of Loans.....	8,168 73	6,233 67	12 22	525 02	3,280 69	6,203 13	8,506 00	8,512 28	37,448 06
4. Amount paid on account of Interest.....	235 00	500 00	4,209 50	1,438 00	1,299 24	1,896 33	1,225 00	4,142 00	13,424 07
5. Amount paid on account of Insurance.....	499 50	759 72	—	173 44	1,083 00	546 24	1,520 03	2,972 69	7,864 62
6. Amount paid on account of Taxes.....	727 10	670 21	2,352 85	1,098 46	3,056 37	3,204 32	1,573 55	1,419 90	14,112 76
7. Amount paid on incidental Expenses.....	53 50	114 84	81 83	2,449 97	3,272 34	4,903 33	5,832 66	2,767 57	20,236 04
8. Amount paid on Fuel and Lights.....	2,431 23	2,712 60	7,728 25	8,956 24	4,860 70	3,669 68	3,700 00	3,650 00	37,708 75
9. Amount paid on Salaries Normal Department.....	—	—	—	—	—	3,000 00	2,400 00	3,700 00	8,100 00
10. Amount paid on Salaries Preparatory ".....	—	—	—	—	—	12,067 02	5,066 91	4,535 70	43,911 29
11. Amount paid on Salaries College ".....	—	—	—	—	—	4,700 00	3,181 22	1,696 82	26,950 40
12. Amount paid on Salaries Law ".....	—	—	—	—	—	8,116 13	2,120 00	990 00	37,516 43
13. Amount paid on Salaries Medical ".....	—	—	—	—	—	2,636 86	—	—	3,362 86
14. Amount paid on Salaries Theological ".....	—	—	—	—	—	—	—	—	—
15. Amount paid on Salaries Other Officers and Agents.....	—	—	—	—	—	—	—	—	—
16. Amount paid on Rents.....	—	—	—	—	—	—	—	—	—
17. Amount paid on Investments in Stocks and Bonds.....	—	—	—	—	—	—	—	—	—
18. Amount paid on Janitors, &c.....	35 00	197 19	200 00	302 68	100 00	362 09	1,657 45	1,219 98	39,598 74
19. Amount paid on Aid and Advances to Students.....	—	465 96	4,280 32	13,903 65	15,740 45	13,750 65	2,304 30	811 94	50,837 27
20. Amount paid on Library.....	—	800 00	510 13	3,430 64	125 00	—	—	—	4,865 77
21. Amount paid on Medical Department, Chemicals, &c.....	—	—	—	—	—	—	—	—	—
Total Expenditures.....	52,207 24	152,989 80	80,571 65	56,630 24	103,834 47	127,424 72	60,092 14	71,194 30	744,914 56
Balance on hand at close of each year.....	40,635 23	39,868 80	41,425 52	38,114 56	34,763 75	220 69	872 15	1,152 99	—
Total accounted for.....	92,842 47	192,858 60	121,997 17	94,744 80	138,598 22	127,645 41	60,964 29	72,347 29	744,914 56

REMARKS

In the "Receipts" Nos. 2 and 3 are really the same. No. 10 includes all money received from students for tuition, rooms, books, clothing, board, &c., paid through the Treasurer of the University, and prior to 1874 kept under the head of "Students' Account" in ledger.

In the "Expenditures" the headings do not correspond to the headings in the ledger; as for instance in the ledger under the head "Incidentals" may be found fuel, salaries of Financial Agent, Clerks, &c., and oftentimes labor on grounds.

This statement shows the amounts paid in each year; but that amount is not in all cases for services or material for that year. Thus, in No. 15, there are included notes given in 1872 to General Howard for back services, the last of which was not paid until 1875.

The same is true of other items. The total paid in 1872-73 on old accounts and for services rendered in previous years amounted to more than \$18,000. Of the amount paid in 1874-75, for repairs, &c., more than \$2,000 was for note given for repairs to heating apparatus in Clark Hall in 1873. Also, in that year back taxes to the amount of \$700 were paid, (some dating back to 1869,) and of the insurance in the same year much of it was paid in advance to 1879. The sum of \$34,248.86, invested in 1872-73, (see No. 17) appears by the Cash Book to have been stocks, bonds, &c., carried as cash for several years, and at that time transferred from "Cash" to "Stocks," &c.

The gift by the Government through the Commissioner of the Freedman's Bureau of buildings and deed of real estate are not included in "donations."

CHART A

J. B. JOHNSON
Secretary and Treasurer

Statement of Receipts and Disbursements pertaining to the Current

RECEIPTS.

From—	Balance.	The U. S. for Salaries.	The U. S. for repairs to buildings.	The U. S. for Industrial Department.	The U. S. for Library.	The U. S. for Chemical Apparatus.	The U. S. for Grounds.	Special Receipts.
July 1, 1876	.....	.....	.....	.....	.....	.....	.....	.....
July 1, 1877	.....	.....	.....	.....	.....	.....	.....	.....
July 1, 1878	.....	.....	.....	.....	.....	.....	.....	.....
July 1, 1879	.....	\$10,000 00	.....	.....	.....	.....	.....	.....
July 1, 1880	.....	10,000 00	.....	.....	.....	.....	.....	.....
July 1, 1881	.....	10,000 00	.....	.....	.....	.....	.....	.....
July 1, 1882	\$ 178 56	15,000 00	\$10,000 00	.....	.....	.....	.....	.....
July 1, 1883	1,082 61	15,000 00	.....	.....	.....	.....	.....	\$3,500 00
July 1, 1884	431 00	18,500 00	4,000 00	.....	.....	.....	.....	.....
July 1, 1885	48 56	18,500 00	4,000 00	.....	\$2,000 00	.....	.....	3,300 00
July 1, 1886	389 97	18,500 00	5,000 00	.....	2,000 00	.....	.....	.....
July 1, 1887	.....	18,500 00	4,000 00	.....	.....	.....	.....	2,000 00
July 1, 1888	39 76	18,500 00	3,000 00	\$1,500 00	.....	.....	.....	400 00
July 1, 1889	656 82	18,500 00	3,000 00	1,500 00	.....	.....	.....	.....
July 1, 1890	23 42	20,300 00	2,400 00	4,000 00	1,000 00	\$500 00	\$1,000 00	105 74
July 1, 1891	63 86	24,300 00	2,400 00	4,000 00	1,000 00	500 00	1,000 00	359 70
July 1, 1892	44 86	23,500 00	1,500 00	3,000 00	500 00	500 00	500 00	234 11
July 1, 1893	5 93	23,500 00	1,000 00	3,000 00	300 00	500 00	500 00	4,795 10
July 1, 1894	112 90	23,500 00	1,000 00	3,000 00	1,300 00	200 00	500 00	4,633 21
July 1, 1895	140 11	28,500 00	1,000 00	3,000 00	1,300 00	200 00	500 00	11,925 56
July 1, 1896	11 89	20,300 00	1,000 00	3,000 00	900 00	200 00	.....	2,848 83
July 1, 1897	135 36	20,300 00	1,000 00	3,000 00	900 00	200 00	.....	1,917 33
July 1, 1898	06	20,300 00	2,000 00	3,000 00	900 00	200 00	.....	1,752 84
July 1, 1899	1,106 41	21,800 00	2,000 00	3,000 00	900 00	200 00	.....	124 25
July 1, 1900	885 07	21,800 00	2,000 00	3,000 00	968 35	200 00	.....	692 39
July 1, 1901	453 45	21,800 00	2,000 00	3,000 00	900 00	200 00	.....	68 91
July 1, 1902	839 28	26,230 00	2,000 00	3,451 19	1,252 70	323 00	.....	14,527 06

DISBURSEMENTS.

Year commencing	Salaries.	Repairs.	Incidental expenses.	Fuel and Gas.	Insurance.	Debts.	Rent (Law and Medical Buildings).
July 1, 1876	\$8,665 30	\$1,865 61	\$3,433 01	\$770 95	\$378 25	\$6,157 52	.....
July 1, 1877	11,738 66	1,520 08	2,326 49	451 33	390 42	234 03	.....
July 1, 1878	13,111 04	1,655 21	510 67	550 24	253 95	4,042 89	.....
July 1, 1879	16,910 89	1,877 86	1,082 08	453 51	833 90	2,500 00	\$306 00
July 1, 1880	17,959 21	3,734 98	1,619 39	498 65	750 50	.....	705 25
July 1, 1881	18,990 73	2,733 36	259 88	736 80	963 00	.....	250 00
July 1, 1882	23,110 08	16,121 92	2,277 84	1,414 18	982 32	.....	758 01
July 1, 1883	24,019 10	2,632 10	2,007 92	1,467 88	615 32	1,000 00	360 00
July 1, 1884	26,805 68	2,471 24	2,417 09	1,263 06	761 41	3,000 00	1,243 10
July 1, 1885	29,473 07	14,428 80	1,334 21	984 45	745 11	8,000 00	.....
July 1, 1886	33,337 67	5,947 25	2,415 82	1,137 81	884 41	3,000 00	.....
July 1, 1887	35,643 53	5,912 98	1,625 95	1,138 64	810 89	.....	.....
July 1, 1888	35,423 19	4,395 77	2,480 16	1,300 67	788 33	.....	.....
July 1, 1889	36,193 98	5,883 15	3,448 07	1,249 03	884 38	.....	.....
July 1, 1890	41,844 41	7,792 95	3,374 31	1,367 55	917 73	.....	.....
July 1, 1891	43,767 72	6,065 24	3,442 50	1,220 65	947 73	1,025 00	.....
July 1, 1892	45,632 74	3,178 47	2,680 85	1,420 68	912 15	600 00	.....
July 1, 1893	45,532 51	3,121 85	2,808 27	1,262 92	885 73	645 00	.....
July 1, 1894	41,260 17	2,564 29	2,043 16	1,353 69	1,066 93	.....	.....
July 1, 1895	46,246 92	4,464 77	2,468 75	1,414 57	919 73	.....	.....
July 1, 1896	27,228 33	2,320 25	2,116 79	1,322 76	961 54	1,337 93	.....
July 1, 1897	27,515 47	1,932 76	2,603 09	1,780 15	938 72	.....	.....
July 1, 1898	27,090 42	2,054 88	2,194 04	1,393 01	933 71	.....	.....
July 1, 1899	29,113 54	909 60	2,625 39	1,201 77	953 72	.....	.....
July 1, 1900	30,302 04	772 97	2,272 57	1,250 23	949 22	.....	.....
July 1, 1901	30,079 80	486 77	2,399 40	1,389 21	899 36	.....	.....
July 1, 1902	33,745 04	752 47	2,740 58	2,226 08	954 74	.....	.....

Expenses of Howard University from July 1, 1876, to June 30, 1903.

RECEIPTS.

cents.	Income from invested funds.	Donations.	Room Rent.	Miscellaneous.	Medical Depart- ment. Fees and Tu- ition.	Law Depart- ment. Fees and Tu- ition.	Loans.	Total.	To—
986 47	\$4,319 17	\$532 27	\$325 10	\$1,200 68	\$380 00	\$260 00	\$4,700 00	\$17,853 69	June 30, 1877
899 49	3,866 87	3,125 50	432 65	1,738 46	674 00	.....	.....	15,736 97	June 30, 1878
826 85	2,675 82	1,880 00	634 65	1,882 08	839 00	170 00	6,338 71	20,307 11	June 30, 1879
878 16	2,117 76	2,453 01	808 24	1,412 53	1,256 00	202 00	.....	24,127 70	June 30, 1880
010 17	1,957 11	3,779 37	902 40	1,752 05	1,351 00	345 00	.....	26,097 10	June 30, 1881
354 94	2,069 38	3,978 10	1,002 80	234 09	2,019 00	557 00	.....	25,215 31	June 30, 1882
750 55	2,061 40	3,184 30	988 50	723 97	2,631 88	1,238 00	4,000 00	45,747 16	June 30, 1883
784 60	1,941 39	3,086 00	1,036 25	382 26	2,822 00	1,160 00	.....	35,855 11	June 30, 1884
934 83	1,791 76	6,693 78	996 22	625 60	3,070 00	1,160 00	.....	42,253 19	June 30, 1885
553 81	7,980 69	5,350 32	986 85	209 60	3,388 00	498 00	11,000 00	61,825 83	June 30, 1886
899 44	8,899 44	5,402 60	1,061 00	257 53	4,535 00	540 50	.....	51,301 29	June 30, 1887
393 15	8,201 47	5,688 31	1,086 00	324 64	6,052 00	600 00	.....	51,845 57	June 30, 1888
691 64	8,150 10	3,500 00	933 00	283 04	5,968 00	760 00	.....	48,725 54	June 30, 1889
561 55	9,005 85	3,935 34	1,321 50	229 15	6,087 00	882 00	.....	50,679 21	June 30, 1890
698 27	10 681 54	3,970 00	1,696 00	391 65	7,042 00	2,104 50	1,000 00	62,003 12	June 30, 1891
041 47	9,976 15	4,725 00	1,985 00	345 95	7,619 00	2,858 75	600 00	66,784 88	June 30, 1892
086 64	9,634 09	4,600 56	1,527 80	320 89	7,710 00	1,892 00	.....	60,606 39	June 30, 1893
183 22	8,943 53	89 00	1,202 00	1,440 15	8,567 00	1,540 00	.....	60,565 93	June 30, 1894
167 18	8,492 68	81 00	1,364 50	301 83	6,771 25	1,216 00	.....	57,640 55	June 30, 1895
249 20	8,149 35	15 00	1,405 80	325 33	6,808 17	414 88	1,277 90	70,211 30	June 30, 1896
703 99	7,797 47	.....	1,513 90	452 77	.....	.....	.....	42,728 85	June 30, 1897
461 11	7,200 58	.....	1,483 00	531 00	.....	.....	.....	41,128 38	June 30, 1898
357 63	8,454 17	95 00	1,458 50	404 33	.....	.....	.....	42,922 53	June 30, 1899
342 90	7,600 56	.....	1,407 00	399 02	.....	.....	.....	42,880 14	June 30, 1900
488 96	7,477 99	.....	1,393 50	401 37	.....	.....	.....	43,306 63	June 30, 1901
482 15	7,409 99	1,271 71	1,353 50	420 28	.....	.....	.....	43,359 99	June 30, 1902
559 92	8,136 94	1,087 20	1,618 50	547 77	.....	.....	.....	64,573 62	June 30, 1903

DISBURSEMENTS.

Industrial De- partmen.	Library.	Students' Aid.	Grounds.	Apparatus, &c.	Special Expenses.	Total.	Year ending
.....	.....	.....	\$1,540 02	.....	.....	\$21,270 65	June 30, 1877
.....	.....	.....	.....	.....	.....	18,261 03	June 30, 1878
.....	.....	.....	.....	.....	.....	20,154 00	June 30, 1879
.....	.....	.....	.....	.....	.....	23,964 24	June 30, 1880
.....	.....	.....	.....	.....	.....	25,313 98	June 30, 1881
.....	.....	.....	.....	.....	.....	23,938 77	June 30, 1882
.....	.....	.....	.....	.....	.....	44,664 35	June 30, 1883
.....	.....	.....	.....	.....	.....	35,622 38	June 30, 1884
.....	.....	.....	.....	.....	.....	42,204 63	June 30, 1885
3,819 72	.....	.....	.....	.....	423 33	61,435 86	June 30, 1886
3,270 22	\$2,000 00	\$1,290 00	.....	.....	.....	51,301 29	June 30, 1887
1,378 33	2,000 00	1,200 00	.....	.....	.....	51,805 81	June 30, 1888
1,138 31	322 90	1,200 00	2,013 61	.....	2,000 00	48,068 72	June 30, 1889
1,619 81	460 79	1,200 00	.....	.....	400 00	50,655 79	June 30, 1890
1,530 00	467 18	1,000 00	.....	.....	.....	61,939 26	June 30, 1891
4,098 88	1,383 85	1,200 00	1,439 74	499 82	.....	66,740 02	June 30, 1892
4,211 54	1,004 00	.....	1,908 96	500 06	2,646 55	60,600 46	June 30, 1893
3,226 29	504 71	1,200 00	744 57	500 00	.....	60,453 03	June 30, 1894
3,250 65	300 41	1,200 00	780 00	500 00	.....	57,500 44	June 30, 1895
3,140 94	1,300 45	780 00	863 51	200 00	8,464 88	70,199 41	June 30, 1896
3,076 12	1,300 16	780 00	1,386 86	200 00	900 00	42,563 49	June 30, 1897
3,139 03	900 10	.....	1,284 34	200 00	808 00	41,128 32	June 30, 1898
3,073 69	900 00	.....	2,234 39	200 00	1,876 67	41,816 12	June 30, 1899
3,029 00	900 00	.....	2,311 63	200 00	750 00	41,995 07	June 30, 1900
3,029 51	900 00	.....	2,361 59	200 00	750 00	42,853 18	June 30, 1901
3,027 21	967 35	.....	2,385 13	200 00	750 00	42,520 71	June 30, 1902
3,031 04	900 00	.....	2,260 72	323 06	14,887 40	62,495 72	June 30, 1903
3,409 49	1,196 14	.....	.....	.....	.....	.....	.....

EXPLANATORY STATEMENT OF DONATIONS INCLUDED IN THE FOREGOING RECEIPTS.

	Theological Department.	Industrial Department.	Slater Fund.	Specific Purposes.	
July 1, 1876	.....	.....	.....	\$ 405 00	June 30, 1877
" 1877	\$3,125 50	.....	.....	.....	June 30, 1878
" 1878	1,880 00	.....	.....	.....	June 30, 1879
" 1879	1,750 00	.....	.....	703 01	June 30, 1880
" 1880	2,187 50	.....	.....	1,591 87	June 30, 1881
" 1881	3,050 00	.....	.....	928 10	June 30, 1882
" 1882	2,850 00	.....	.....	334 50	June 30, 1883
" 1883	2,906 00	.....	.....	150 00	June 30, 1884
" 1884	3,625 00	\$1,668 28	\$1,000 00	400 00	June 30, 1885
" 1885	3,100 00	1,232 19	600 00	428 13	June 30, 1886
" 1886	3,100 00	1,357 80	600 00	334 80	June 30, 1887
" 1887	3,450 00	1,138 31	600 00	500 00	June 30, 1888
" 1888	3,500 00	.....	.....	.....	June 30, 1889
" 1889	3,500 00	.....	.....	434 34	June 30, 1890
" 1890	3,970 00	.....	.....	125 00	June 30, 1891
" 1891	4,600 00	.....	.....	56 00	June 30, 1892
" 1892	4,600 00	.....	.....	.....	June 30, 1893
" 1893	4,525 00	270 10	.....	89 00	June 30, 1894
" 1894	4,475 00	158 21	.....	81 00	June 30, 1895
" 1895	3,774 72	100 84	.....	15 00	June 30, 1896
" 1896	3,657 80	148 83	.....	.....	June 30, 1897
" 1897	2,665 61	91 33	.....	1,826 00	June 30, 1898
" 1898	3,720 42	101 17	.....	95 00	June 30, 1899
" 1899	3,824 14	124 25	.....	.....	June 30, 1900
" 1900	3,874 36	142 39	.....	.....	June 30, 1901
" 1901	5,411 95	68 91	.....	1,271 71	June 30, 1902
" 1902	5,180 25	48 56	.....	1,087 20	June 30, 1903

EXPLANATORY STATEMENT PERTAINING TO EXPENSES.

The following items are included in the foregoing column of salaries in addition to the Officers, Professors, Teachers, &c.

Year commencing—	Entire expenses of Medical De- partment, in- cluding pay of instructors.	Entire expenses of Law De- partment, in- cluding pay of in- structors.	Entire expenses of Theological Department in- structors.	Entire expenses for janitors, and firemen.	Year ending—
July 1, 1876	\$ 380 00	\$ 500 00	.....	\$ 430 30	June 30, 1877
" 1877	834 00	.....	\$3,125 50	547 16	June 30, 1878
" 1878	1,059 00	170 60	1,880 00	570 79	June 30, 1879
" 1879	1,476 00	202 00	1,750 00	575 64	June 30, 1880
" 1880	1,351 00	345 00	2,187 50	621 86	June 30, 1881
" 1881	2,019 00	557 00	3,000 00	564 73	June 30, 1882
" 1882	2,631 68	1,238 00	2,850 00	740 40	June 30, 1883
" 1883	2,822 00	1,163 00	2,936 00	1,012 10	June 30, 1884
" 1884	3,070 00	1,160 00	3,625 50	1,050 35	June 30, 1885
" 1885	4,288 00	1,593 00	3,100 00	.....	June 30, 1886
" 1886	5,436 00	1,944 39	3,100 00	812 28	June 30, 1887
" 1887	7,084 00	1,500 00	3,450 00	654 53	June 30, 1888
" 1888	7,000 00	1,660 00	3,500 00	896 52	June 30, 1889
" 1889	7,119 00	1,782 00	3,500 00	767 98	June 30, 1890
" 1890	7,942 00	3,094 50	3,970 00	950 11	June 30, 1891
" 1891	8,519 00	5,112 20	4,600 00	1,476 52	June 30, 1892
" 1892	8,610 00	5,092 00	4,600 00	1,809 28	June 30, 1893
" 1893	9,467 00	4,995 00	4,525 00	1,774 01	June 30, 1894
" 1894	7,663 50	5,310 00	4,475 00	1,670 92	June 30, 1895
" 1895	7,715 17	8,614 88	3,768 22	1,596 53	June 30, 1896
" 1896	7,939 18	7,200 00	3,657 80	1,858 33	June 30, 1897
" 1897	8,666 46	8,372 79	2,300 00	2,176 52	June 30, 1898
" 1898	9,283 45	7,200 00	3,100 00	1,971 42	June 30, 1899
" 1899	10,783 53	7,200 00	3,099 99	1,987 54	June 30, 1900
" 1900	12,819 59	7,200 00	3,044 44	2,340 04	June 30, 1901
" 1901	13,459 19	7,200 00	3,550 00	2,372 42	June 30, 1902
" 1902	16,170 71	8,100 00	3,750 00	2,605 04	June 30, 1903

EXPENSES OF HOWARD UNIVERSITY BY YEARS FROM ITS FOUNDATION

Year Beginning	Medical	Law	Theology	Normal Arts	Academic etc.	New Bldgs. with Equipment	Total	Appro. from U.S. Govt. (included in total)	Notes
Mar. 1867				Included in Academic, etc. prior to 1909-10	\$15,513		\$15,513		
July 1, 1868	6,510				17,361		23,871		
1869	15,528	5,578			44,069		65,175		
1870	10,413	5,034			65,710		81,157		
1871	6,910	6,130	717		74,225		87,982		
1872	10,358	4,904	2,364		66,545		84,181		
1873	2,374	3,272			47,622		53,268		
1874	930	1,695	250		43,586		46,461		
1875	520	498	295		24,529		25,802		
1876	380	500			20,391		21,271		
1877	894		3,125		14,242		18,261		
1878	1,099	170	1,880		17,045		20,194		
1879	1,476	202	1,750		20,536		23,964	10,000	
1880	1,351	345	2,187		21,431		25,314	10,000	
1881	2,019	557	3,000		18,361		23,937	10,000	
1882	2,631	1,238	2,850		37,945		44,664	25,000	
1883	2,822	1,160	2,936		28,704		35,622	15,000	
1884	3,070	1,160	3,625		34,350		42,205	22,500	
1885	4,288	1,598	3,100		52,450		61,436	24,500	
1886	5,446	1,944	3,100		40,821		51,301	25,500	
July 1, 1887	7,064	1,500	3,450		39,772		51,806	22,500	
1888	7,000	1,660	3,500		35,509		48,069	23,000	
1889	7,119	1,782	3,500		38,295		50,696	23,000	
1890	7,942	3,094	3,970		46,933		61,939	29,200	
1891	8,519	5,112	4,600		48,509		66,740	33,200	
1892	8,610	5,092	1,809		45,089		60,600	29,500	
1893	9,467	4,995	4,525		41,466		60,453	28,800	
1894	7,664	5,316	4,475		40,045		57,500	29,500	
1895	16,016	8,615	3,768		41,800		70,199	34,900	
1896	7,939	7,200	3,658		42,393		61,390	25,400	
1897	8,666	8,373	2,662		40,128		59,829	25,400	
1898	9,283	7,200	3,720		41,146		61,349	26,400	
1899	10,784	7,800	3,824		41,995		63,403	27,900	
1900	12,820	7,200	3,044		42,853		65,917	27,968	
1901	11,459	7,200	3,950		42,521		66,730	27,900	
1902	16,170	8,100	3,750		62,496		90,516	33,257	
1903	17,635	8,018	3,804		57,090		86,767	39,100	
1904	16,713	8,048	4,115		59,273		88,149	47,600	
July 1, 1905	20,213	7,922	4,078		60,713		92,926	47,600	
1906	22,035	8,962	4,127		66,216		101,340	47,600	
1907	23,186	8,031	3,504		80,457		115,178	59,700	
1908	26,543	8,599	3,479		88,111		128,732	63,200	
1909	31,800	8,186	5,497	8,027	66,064	Exp 90,000	268,524	162,700	Thirskfield Hall Library (Garnegie)
	5,007	402		1,523	2,018	Exp 50,000			Manual Arts
1910	36,332	8,324	4,696	6,297	77,500	25,000	168,944	103,700	
	6,082	282		1,361	2,940				
1911	38,544	8,374	5,518	9,943	82,215	"	159,034	92,900	
	6,286	293		6,115	1,626				
1912	38,798	8,333	5,502	10,332	84,523	"	157,751	92,000	Connecting Med. School with Heating Pl.
	806	238	60	2,301	3,622				
1913	37,208	9,411	6,274	10,633	99,518	"	178,361	101,000	King Hall
	809	219		3,608	4,316				
1914	34,249	9,285	7,109	11,755	100,363	"	171,070	101,000	
	1,957	623		2,231	3,458				
1915	33,919	8,991	7,329	8,939	101,160	"	270,186	101,000	
	1,459	159		3,011	2,227				
	639,502	236,394	154,036	28,256	2,441,508	175,265	3,717,037	1,769,525	

Note: The column headed "Academic, etc." includes all departments and other expenses of the University except those which are given in the other columns. Beginning with 1909 there are given separately other expenses abbreviated "Exp" and the equipment abbreviated "Eq". Wherever there is a blank in any column, the books show an expenditure for that department for the year.

Data prepared by Treasurer's Office.
February 1, 1917.
L.

CHART C

CONGRESSIONAL APPROPRIATIONS FROM 1918 TO 1926

Name of Appropriation	1918-19	1919-20	1920-21	1921-22	1922-23	1923-24	1924-25	1925-26
Maintenance, salaries, etc.	\$72,437.75	\$75,437.75	\$90,000.00	\$90,000.00	\$100,000.00	\$110,000.00	\$125,000.00	\$125,000.00
Buildings and grounds	10,000.00	10,000.00	32,500.00	32,500.00	42,500.00	20,000.00	20,000.00	30,000.00
Medical	7,000.00	7,000.00	7,000.00	8,000.00	8,000.00	9,000.00	9,000.00	9,000.00
Laboratories	2,000.00	2,000.00	2,000.00	2,000.00	3,000.00	5,000.00	5,000.00	5,000.00
Libraries	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	3,500.00	3,500.00	3,000.00
Fuel and light	5,000.00	5,000.00	5,000.00	10,000.00	15,000.00	15,000.00	15,000.00	15,000.00
Manual Arts	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	30,000.00	30,000.00	34,000.00
The New Dining Hall			85,000.00	116,000.00				
Medical Building								370,000.00
*Athletic Field, Gymnasium, Armory and Administrative Headquarters for Department of Health and Hygiene	\$117,937.75	\$121,937.75	\$243,000.00	\$280,000.00	\$190,000.00	\$232,500.00	\$157,500.00	\$390,000.00
						\$232,500.00	\$385,000.00	\$591,000.00

*Note: \$157,500 to complete Gymnasium project also authorized, but not yet available.

Facts Howard University, Washington, D.C. 1918-1926 Howard University Press 1925 p. 12

CHART D

purposes, was called the Plant or Capital Fund. In addition to the proceeds from the sale of land, all income-producing property was transferred in 1910 to the General Endowment Fund and all non-productive property other than the Plant was transferred to the Land Fund.⁵⁵

On June 30, 1912, there was in the General Endowment Fund \$150,972.42; in the Special Endowment Fund \$130,346.79; in the Land Fund \$112,598.15. On that date the Educational Plant was valued at \$1,274,985.28.⁵⁶ Twenty-five years later these values had mounted. The General Endowment Fund in 1937 was \$171,887.32; the Special Endowment Fund, \$787,706.22; the Land Fund, \$1,036,550.42; and the value of the Educational Plant was \$4,643,590.52.⁵⁷

Except for a brief period, that is from 1915 to 1918, the accompanying charts give a succinct and comprehensive review of the whole financial history of the University. Care, however, must be exercised in drawing conclusions from them. From a study of Chart B, for instance, it would be reasonable to conclude that all of the money appropriated by the Federal congress is grouped in the first six columns after the "Balance" column of this chart. This is a wrong conclusion. Under the heading

⁵⁵Report of the Treasurer, June 30, 1910, p. 8.

⁵⁶Ibid., June 30, 1912.

⁵⁷V. D. Johnston to Walter Dyson, November 15, 1939.

STATEMENT OF INCOME FOR THE YEARS ENDED JUNE 30, 1921 TO 1937

Year ended June 30	CURRENT INCOME				BLDG. & IMPROVEMENTS				For Endow. Princ. & Trust Funds
	Federal Government Salaries	General Govt. Exp.	Fed. Govt. Other	Student Fees	Endowment	Donations	Other Source	Service Enterprises	
1921	\$ 99,000.00	\$ 68,000.00	\$ 200,921.51	\$ 189,350.63	\$ 14,998.17	\$ 25,181.03	\$ 5,914.63	\$ 63,294.31(1)	\$
1922	100,000.00	70,000.00	229,884.27	185,771.77	18,022.89	27,371.35	5,914.63	60,611.18(1)	\$
1923	100,000.00	70,000.00	229,884.27	185,771.77	18,022.89	27,371.35	5,914.63	60,611.18(1)	\$
1924	100,000.00	70,000.00	229,884.27	185,771.77	18,022.89	27,371.35	5,914.63	60,611.18(1)	\$
1925	100,000.00	70,000.00	229,884.27	185,771.77	18,022.89	27,371.35	5,914.63	60,611.18(1)	\$
1926	100,000.00	70,000.00	229,884.27	185,771.77	18,022.89	27,371.35	5,914.63	60,611.18(1)	\$
1927	100,000.00	70,000.00	229,884.27	185,771.77	18,022.89	27,371.35	5,914.63	60,611.18(1)	\$
1928	100,000.00	70,000.00	229,884.27	185,771.77	18,022.89	27,371.35	5,914.63	60,611.18(1)	\$
1929	100,000.00	70,000.00	229,884.27	185,771.77	18,022.89	27,371.35	5,914.63	60,611.18(1)	\$
1930	100,000.00	70,000.00	229,884.27	185,771.77	18,022.89	27,371.35	5,914.63	60,611.18(1)	\$
1931	100,000.00	70,000.00	229,884.27	185,771.77	18,022.89	27,371.35	5,914.63	60,611.18(1)	\$
1932	100,000.00	70,000.00	229,884.27	185,771.77	18,022.89	27,371.35	5,914.63	60,611.18(1)	\$
1933	100,000.00	70,000.00	229,884.27	185,771.77	18,022.89	27,371.35	5,914.63	60,611.18(1)	\$
1934	100,000.00	70,000.00	229,884.27	185,771.77	18,022.89	27,371.35	5,914.63	60,611.18(1)	\$
1935	100,000.00	70,000.00	229,884.27	185,771.77	18,022.89	27,371.35	5,914.63	60,611.18(1)	\$
1936	100,000.00	70,000.00	229,884.27	185,771.77	18,022.89	27,371.35	5,914.63	60,611.18(1)	\$
1937	100,000.00	70,000.00	229,884.27	185,771.77	18,022.89	27,371.35	5,914.63	60,611.18(1)	\$

(1) Does not include Athletics
(2) Value of supplies furnished
(3) Reconditioning and Repairs

STATEMENT OF EXPENDITURES FOR THE YEARS ENDED JUNE 30, 1921 TO 1937

Year ended June 30	CURRENT EXPENDITURES										BLDG. & IMPROVEMENTS				Added to End. Princ. & Trust Funds
	Admin. & Gen. Exp.	Library Expense	Instruction Expense	Operation & Maint. Fund	Student Aid	Equipment Expense	Other Expense	Service Enterprises(2)	Total	Total	Buildings	Improvements & Land	Total	Total	
1921	\$ 56,232.44	\$ 6,015.94	\$ 200,921.51	\$ 59,189.66	\$ 2,668.95	\$ 13,707.48	\$ 8,930.20	\$ 62,450.28(1)	\$ 410,136.46	\$ 1,874.09	\$ 1,874.09	\$ 305.431	\$ 5,727.49	\$ 418,043.47	\$
1922	60,384.16	7,102.51	229,884.27	50,472.50	4,644.88	11,402.21	12,716.97	74,200.63(1)	450,808.63	200,189.30	200,189.30	16,294.49	7,948.33	660,946.26	\$
1923	58,210.30	6,849.35	271,101.49	64,315.04	3,351.22	17,278.35	33,421.78	82,169.73	503,224.66	16,294.49	16,294.49	16,294.49	7,284.33	526,773.29	\$
1924	62,406.66	8,232.84	271,101.49	57,033.05	4,857.81	17,374.25	23,064.94	77,808.51	526,872.55	3,596.90	3,596.90	3,596.90	7,771.39	533,240.84	\$
1925	69,050.43	8,364.66	271,101.49	49,304.12	5,623.77	16,033.38	30,586.04	86,684.06	541,380.08	25,123.48	25,123.48	25,123.48	4,601.47	616,638.44	\$
1926	74,746.47	8,723.34	289,017.54	54,331.50	4,115.24	20,681.62	26,681.62	92,800.93	565,582.27	172,075.66	172,075.66	172,075.66	4,601.47	777,258.02	\$
1927	75,761.45	8,457.07	301,207.88	61,232.50	4,534.98	12,396.11	33,500.75	94,136.92	571,247.98	150,338.27	150,338.27	150,338.27	4,601.47	835,022.07	\$
1928	78,187.05	11,501.07	315,323.94	60,500.59	5,390.72	14,213.81	21,365.05	89,104.73	743,812.46	150,022.55	150,022.55	150,022.55	4,601.47	902,684.59	\$
1929	78,187.05	11,501.07	315,323.94	60,500.59	5,390.72	14,213.81	21,365.05	89,104.73	743,812.46	150,022.55	150,022.55	150,022.55	4,601.47	902,684.59	\$
1930	106,953.16	11,986.17	345,739.33	92,073.26	6,254.43	25,083.19	22,905.46	104,027.88	885,764.72	9,723.35	9,723.35	9,723.35	4,601.47	896,700.19	\$
1931	106,953.16	11,986.17	345,739.33	92,073.26	6,254.43	25,083.19	22,905.46	104,027.88	885,764.72	9,723.35	9,723.35	9,723.35	4,601.47	896,700.19	\$
1932	147,055.98	14,689.20	507,212.31	133,680.88	29,225.74	43,669.16	22,632.22	66,551.66	971,839.38	21,680.00	21,680.00	21,680.00	4,601.47	1,000,119.85	\$
1933	130,893.25	14,657.29	431,386.96	129,818.21	34,326.33	31,595.70	7,854.55	96,340.30	973,846.59	153,136.36	153,136.36	153,136.36	4,601.47	1,110,888.55	\$
1934	166,970.77	16,542.42	473,224.58	193,927.83	20,945.93	32,404.33	2,525.03	116,845.08	953,386.35	773,394.60	773,394.60	773,394.60	4,601.47	1,726,180.55	\$
1935	177,355.84	21,075.64	522,243.45	204,894.70	27,888.48	30,354.41	3,979.01	104,127.17	1,025,483.50	977,693.12	977,693.12	977,693.12	4,601.47	1,705,174.62	\$
1937	176,562.43	21,972.32	536,413.70	194,545.01	26,276.94	29,793.80	3,502.31	109,874.38	1,099,150.09	312,089.97	312,089.97	312,089.97	4,601.47	1,411,240.86	\$

(1) Includes only net expense for Athletics
(2) Includes equipment

Compiled in the office of the Treasurer of the University in 1938 by Luther H. Foster.

CHART E

"special receipts" is found an item \$3,500, an item \$2,000 and another \$400. These were all appropriated by the Federal Government. Again, from Chart B it would be reasonable to conclude that the Theological Department was expending more money upon the development of its curriculum than either Medicine or Law. This is a wrong conclusion. The fact is that the \$3,125.50 item for the year 1877 and several other items during the following years were sums accredited to Theology but spent on the work of another department. The item just mentioned, \$3,125.50, was used to pay the salary of the president of the University. And, for several years, much of the president's salary was accredited to the Theological Department.⁵⁸ During one year, about 1872, the salary of the professor of mathematics in the College was paid from the theological budget.⁵⁹ Many items on the charts are likewise not self-evident.

⁵⁸J. B. Johnson, *Financial Statement of Howard University from 1867 to 1893*.

⁵⁹*M of B*, June 23, 1877; *Records of the Faculty of Liberal Arts*, p. 64.

XXII. *Salaries*

By the close of the fiscal year 1868-69, the University was clear of debt. That year the treasurer reported: "the financial condition of the University is satisfactory; no debt now exists to cripple its energies or retard its progress. The buildings and land are paid for."¹ Not only was the University clear of debt, but an annual income of \$30,000 for three years was reasonably expected from the sale of building lots.² Furthermore, private gifts were coming to the University in large amounts. David Clark of Connecticut, had given \$25,000,³ and the Trustees of the Miner Fund had given \$31,000.⁴ Happily for the University the American people were prosperous. From 1868 to 1890 there was in the Federal treasury an average annual surplus of \$100,000,000.00⁵

It was therefore an opportune time to consider salaries. Prior to 1868, there was no need of a salary scale. Except for the principal of the Normal School and his assistant, the other officers of the University were either Trustees or friends who donated their services, or officers who worked for the fees which they collected. The executive committee on November 5, 1867 "recommended that Mr. J. H. K. Wilcox, who kindly offered to deliver lectures at the Normal Department free of charge be appointed."⁶ At a later date, the Trustees denied the request of George B. Vashon, that his fees from the students in the Night School be supplemented by the University, guaranteeing him \$25.00⁷ a month. But this method of paying the

¹*Annual Report of Howard University*, 1868-1869, p. 11.

²*Report of Committee on salaries and houses of professors*, 1868-1869.

³*Annual Report of Howard University*, 1868-1869, p. 11; David Clark to O. O. Howard, September 23, 1868.

⁴*Report of the President*, September 2, 1869, p. 11; Letter from Clark to O. O. Howard, September 23, 1868 (no "e" in "Clarke" in letter).

⁵Louis M. Hacker and Benjamin B. Kendrick, *The United States Since 1865*, 1939, p. 102.

⁶*M of B*, September 4, 1871. John A. Cole appointed without salary, also Oscar Oldberg and William F. Seaman. *M of B*, November 5, 1867.

⁷*M of B*, October 8, 1867, November 5, 1867, and January 16, 1868.

teachers could not continue. The University was growing too rapidly for such an unsatisfactory salary policy. During the year 1868-1869 a College, a Medical Department, a Law Department, a Commercial Department, a Military Department and an Agriculture Department were added.⁸ It became necessary, therefore, to decide upon a reasonable salary scale for the teachers and officers.

In the latter part of 1868, \$1,000 was decided upon as the annual salary for a teacher or demonstrator. The next year a complete system of salaries was adopted. The president of the University was to receive \$5,000 annually for full-time services; a professor who rendered full-time service in any department was to receive \$3,000 annually. The librarian was voted \$1,500.⁹

Part-time and full-time service had a different meaning in the various departments. In the Law Department, full-time service meant at least four lectures a week for nine months; in the academic departments it meant five days a week for ten months; in the Medical Department a specified number of hours a day for six months.¹⁰ In 1869, an instructor in law received, for one lecture a week, \$500 annually; the five professors in medicine for the year 1868-69 received \$1,000 each.¹¹

Notwithstanding this relatively high salary scale, applicants refused to come to the University because of its low salaries. They did, however, carefully weigh the relative merits of Harvard, Yale, Columbia, and Howard, before deciding. Wrote one:

I have not yet decided concerning the Harvard College call but the very fact that I am considering it must be accepted as evidence that I am not immovably fixed here. Your own invitation to Howard University, therefore, I am not disinclined to consider. Perhaps the most serious question in the matter is whether my family could comfortably be cared for on \$3,000 a year in so expensive a city as Washington. Perhaps the income from the Medical School (independent of course, of the salary in the college) would make up the needed amount. Yale or Harvard at \$3,000 must, I suppose, be considered preferable to Howard at \$3,000. Columbia pays \$6,000, and

⁸*Annual Reports of Howard University, 1868 to 1874.*

⁹*Studies in History*, November, 1927, No. 8, pp. 4-5; *Ibid.*, November, 1929, No. 10, p. 18; *M of B*, September 10, 1869.

¹⁰*M of B*, December 7, 1869.

¹¹*M of B*, September 21, 1868.

my friends who are professors there tell me that they can hardly live in New York on that. I am inclined to believe, therefore, that I could not come to Washington unless on a salary of \$5,000 from both the Academic and Medical Departments together¹²

The cost of living in Washington at that time may be seen from the cost of the following articles:

Choice Beef, Mutton, Veal: 8c-15c a pound
 Choice Brown Sugar, 15c a pound
 Best Clarified Sugar, 16½c a pound
 Choice Government Java Coffee, 22-25c a pound
 Family Flour, \$7.50; Very best, \$9.50 a barrel
 Wilkes-Barre and Sunberry Coal, \$8.50 a ton (2,240 lbs.)
 Nutt Coal, \$7.25 a ton (2,240 lbs.)
 Lykens Valley Coal, \$9.00 a ton (2,240 lbs.)
 Overcoats in Castor and Chincilla Beavers, \$8.00 to \$20.00
 Overcoats in Moscow and Whitney Beavers, \$22.00 to \$35.00
 Winter Suits or Tricots, Silk-Mixed Tweed, \$12.00 to \$25.00
 House Rent to Professors on Campus, \$300.00 to \$850.00 a year.¹³

Regardless of the cost of living, the Trustees were soon compelled to reduce salaries. In May, 1871, the following changes in the scale were adopted:

Salary of President from \$5,000 to \$3,000
 Salaries of Professors in the Collegiate and Scientific Departments from \$3,000 to \$2,500
 Salary of Principal of Normal and Preparatory Department from \$2,750 to \$2,000
 Salaries of two Principal Assistants in Normal and Preparatory Department at \$1,200
 Salaries of Professors in the Medical Department from \$1,000 to \$600
 Salary of Demonstrator from \$500 to \$300
 Salary of one Professor in Law Department from \$3,000 to \$2,500
 Salary of Instructor in Law Department, \$1,200
 Salary of Librarian from \$1,500 to \$500.¹⁴

The office of the secretary and of the financial agent and of the treasurer were consolidated and the one officer was given a salary of \$2,000.¹⁵

But this scale was not long in force. From 1871 to 1877 salaries continued to drop because of the reduced income due

¹²*Studies in History*, November, 1929, No. 10, p. 17.

¹³*Ibid.*, November, 1927, No. 8, p. 4 (note 3).

¹⁴Report of Committee on Salaries, May, 1871.

¹⁵*M of B*, May 17, 1871.

to the panic. Wrote J. B. Johnson on March 22, 1873, to the Executive Committee:

The amount of money on hand does not exceed fifty (\$50) dollars; the receipts for the month having been used to pay the loan of \$1,000 made on the 3rd inst., and bills approved by the Executive Committee previously, among which was one for coal for over \$400. The amt. of salaries including students labor, janitors, etc., due March 31, will be \$3,362.20.¹⁶

In 1877, the salary of a professor and that of the secretary-treasurer was in each case \$1,000 and a house, for full-time service. This was a reduction of \$1,200 each in one year. The salary of the president of the University that year was \$3,000 and a house and five acres of land upon which to pasture his horse and cow and "make a home garden." It had been reduced from \$5,000 in 1869 to \$3,000 in 1871 and to \$2,000 and a house in 1875.¹⁷

The house as "commutation" was added as a part of an officer's salary about 1875, upon the suggestion of the principal of the preparatory Department. He said in 1874:

I feel constrained to refer to the salaries of the teachers. Of course, I had to do with only my Department. One year ago, we consented to continue our services on a reduction of salary, of twenty-five per cent (25%). We did it under protest as at present rates of rents and living at Washington, \$2,000 is scarcely a living salary. It is obviously poor policy to place your permanent teachers in this position of anxiety and temptation to seek more lucrative positions, and thus to lose, it may be, our best men. On the other hand, for at least all permanent teachers, a generous salary is the cheapest premium for their talents and services. While the present state of funds might not warrant a return to the former salaries, might not at least house rent be added and reckoned from \$300 to \$850 annually.

About 1922 this "Commutation" was broadened and in 1934 became part of the salary when the Board of Trustees voted "that in administration of Retirement Act herewith proposed, Commutation now received by four persons on the staff of the University shall be considered as additional salary." In 1937 commutation amounted in one or two cases, to \$2,050 annually.¹⁸

Beginning with 1877, salaries were slowly raised. By May,

¹⁶Howard University *Records*, 1873.

¹⁷*Studies in History*, November, 1927, No. 8, pp. 7-8; *Report of Committee on Salaries*, May, 1871.

¹⁸*Report of Treasurer*, 1937.

1891, a full-time professor again received \$1,500 and a house. The scale at that time was as follows:

- The president, \$4,000 and a house
- The secretary-treasurer and business manager, \$2,000
- The professors, \$1,500 each and a house
- The librarian and assistant to the secretary, \$1,000.¹⁹

One thousand, five-hundred dollars (\$1,500) continued to be the salary of a professor until 1909. At that time all salaries were raised ten per cent.²⁰ From 1909 to 1926 salaries were gradually raised. But still there was very little evidence of a salary scale at the University. After 1926, the outlines of a salary scale became more and more evident.

SALARIES OF CERTAIN OFFICERS OF ADMINISTRATION, 1916-1917

Stephen M. Newman—President	\$4,000 and house
George W. Cook—Secretary and Business Manager and Dean of Commercial College	2,250 and house
Edward L. Parks—Treasurer and Registrar	2,250 and house
Kelly Miller—Dean of College of Arts and Sciences	1,760
Lewis B. Moore—Dean of Teachers' College	1,760
Harold D. Hatfield—Director of School of Manual Arts and Applied Sciences	1,760
Lulu V. Childers—Director of Conservatory of Music	1,450
Edward C. Williams—Director of Library School	1,760
Charles S. Syphax—Dean of Academy	1,760
Benjamin J. Leighton—Dean of School of Law	1,150
Marie I. Hardwick—Preceptress	750
Edward A. Balloch—Dean of School of Medicine	1,200
Frank P. Woodbury—Dean of School of Theology (on pension from American Missionary Association). ²¹	

SALARIES OF CERTAIN OFFICERS OF ADMINISTRATION, 1936-1937

President	\$8,000 and house and commutation
Secretary	6,000 and commutation
Treasurer	4,500
Assistant Treasurer	3,300
Registrar	3,500
Librarian	3,500
Acting Dean	4,500
Vice Dean	3,000

¹⁹*Report of the President to the Secretary of the Interior, 1891.*

²⁰*Report of President Thirkield, 1910.*

²¹*Report of the Treasurer, 1916-1917; Official Register of the United States, 1917, p. 86.*

Supt. of Grounds and Buildings.....	3,500
Executive Secretary to President.....	3,500
Draftsman	2,800
University Physician	3,000
Purchasing Agent	2,300
Cashier	1,500
Secretary of President.....	1,900 ²²

SALARIES OF 25 PROFESSORS AND INSTRUCTORS, 1931-1932

Professors

<i>Name*</i>	<i>Date of Appointment</i>	<i>Degrees</i>	<i>Salary</i>
Professor.....	1931.....	Litt.D.	\$5,000.00
Professor.....	1926.....	Ph.D.	4,000.00
Professor.....	1929.....	Ph.D.	4,000.00
Professor.....	1913.....	Ph.D.	4,000.00
Professor.....	1905.....	A.M.	3,400.00
Professor.....	1928.....	Ph.D.	4,000.00
Professor.....	1918.....	A.M.	3,200.00
Professor.....	1890.....	LL.D.	3,750.00
Professor.....	1925.....	Ph.D.	3,500.00
Professor.....	1891.....	A.M.	3,400.00

Associate Professors

Associate Professor.....	1921.....	B.Ped.	2,800.00
Associate Professor.....	1921.....	A.M.	3,200.00
Associate Professor.....	1928.....	Ph.D.	3,000.00
Associate Professor.....	1923.....	A.M.	3,000.00
Associate Professor.....	1931.....	Ph.D.	3,000.00
Associate Professor.....	1930.....	Ed.M.	3,500.00
Associate Professor.....	1929.....	Ph.D.	2,800.00

Assistant Professors

Assistant Professor.....	1929.....	A.M.	2,400.00
Assistant Professor.....	1923.....	A.M.	2,200.00
Assistant Professor.....	1923.....	A.M.	2,450.00
Assistant Professor.....	1923.....	A.M.	2,250.00

Instructors

Instructor.....	1931.....	A.M.	1,500.00
Instructor.....	1930.....	A.B.	1,800.00
Instructor.....	1929.....	A.M.	1,900.00
Instructor.....	1931.....	A.B.	1,800.00

²²From *Records* of the Committees of the Faculty on Salaries.

*The real name of the teacher is not given, his or her title only.

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SALARIES OF 32 PROFESSORS AND INSTRUCTORS, 1936-1937

Professors

<i>Name</i>	<i>Date of Appointment</i>	<i>Degrees</i>	<i>Salary</i>
Professor.....	1931.....	Litt.D.	\$5,000.00
Professor.....	1922.....	A.M.	3,700.00
Professor.....	1929.....	Ph.D.	4,000.00
Professor.....	1914.....	S.M.	3,400.00
Professor.....	1932.....	Ph.D.	4,000.00

Associate Professors

Associate Professor.....	1921.....	B.Ped.	3,200.00
Associate Professor.....	1931.....	Ph.D.	3,300.00
Associate Professor.....	1930.....	Ed.M.	3,500.00
Associate Professor.....	1921.....	Ph.D.	3,500.00
Associate Professor.....	1928.....	Ph.D.	3,000.00
Associate Professor.....	1923.....	A.M.	3,000.00
Associate Professor.....	1927.....	D.M.L.	3,300.00

Assistant Professors

Assistant Professor.....	1922.....	Ph.D.	2,500.00
Assistant Professor.....	1932.....	S.M.	1,200.00
Assistant Professor.....	1926.....	A.M.	2,300.00
Assistant Professor.....	1935.....	A.M.	2,900.00
Assistant Professor.....	1930.....	S.B.	1,500.00
Assistant Professor.....	1923.....	A.M.	2,600.00
Assistant Professor.....	1923.....	A.M.	2,300.00

Instructors

Instructor.....	1930.....	A.M.	1,600.00
Instructor.....	1928.....	A.M.	2,000.00
Instructor.....	1932.....	A.M.	2,000.00
Instructor.....	1935.....	A.M.	1,600.00
Instructor.....	1929.....	A.M.	2,000.00
Instructor.....	1929.....	A.M.	1,600.00
Instructor.....	1934.....	M.B. A.	1,600.00
Instructor.....	1929.....	Ph.D.	2,000.00
Instructor.....	1932.....	S.B.	1,600.00
Instructor.....	1928.....	S.B.	1,800.00
Instructor.....	1926.....	A.M.	1,900.00
Instructor.....	1930.....	A.M.	1,600.00
Instructor.....	1927.....	M.B. A.	2,100.00
Instructor.....	1928.....	A.B.	1,600.00
Instructor.....	1931.....	A.M.	1,600.00
Instructor.....	1927.....	S.B.	2,000.00
Instructor.....	1929.....	M.A.	1,600.00
Instructor.....	1931.....	A.M.	1,800.00

Instructor.....	1927.....	A.M.	1,700.00
Instructor.....	1923.....	A.M. ²³	1,800.00

After 68 years, the salary of the professor who in 1937 received \$4,000 annually was only \$1,000 more than the salary of a professor in 1869. The salary of the professor meanwhile had been as low as \$1,000 and a house. This was the salary in 1877.²⁴

Just as many other events in the life of Kelly Miller illustrate events in the history of the University, so the story of his salary illustrates, in many respects, the history of salaries in the University in general. In 1890 the Alumni Association of the University requested the Trustees of the University to appoint Miller to the chair of mathematics, to be designated as the "Alumni Professor of Mathematics." In consideration of this appointment the Alumni agreed to be responsible for his salary of \$1,000 a year. Miller was appointed. But to the disappointment of the Trustees the Alumni never paid one salary. The Trustees nevertheless made Miller's appointment permanent at \$1,200 a year.²⁵ A few years later, "in consideration of his prospective marriage," Miller's salary was advanced to \$1,500. This happened in 1894. To this cash salary was added a house or rooms in Clark Hall. \$1,500 and a house was Miller's salary until the latter part of the first decade of the twentieth century. Then all salaries at the University were raised 10%.²⁶ For a year or so Miller received \$1,650. When about 1907 he was elevated to the deanship of the College, he received an additional \$100 annually. Miller's salary then was, until after the World War, \$1,750 in cash, with the use of a house, or the equivalent in cash reckoned at about \$300 a year, or a total of about \$2,050. From 1920-1921 to his retirement in 1934 Miller's salary was as follows:

1920-1921.....	\$2,500.00	1927-1928.....	\$3,500.00
1921-1922.....	2,800.00	1928-1929.....	3,500.00
1922-1923.....	2,800.00	1929-1930.....	3,750.00
1923-1924.....	3,000.00	1930-1931.....	3,750.00

²³From the *Records* of the Various Committees of the Faculty on Salaries.

²⁴*Report of Treasurer*, 1877.

²⁵*M of B*, January 21, 1890, p. 335; January 13, 1891, p. 347; May 26, 1891; May 31, 1892, p. 375.

²⁶*Report of the President*, 1909.

1924-1925.....	3,100.00	1931-1932.....	3,750.00
1925-1926.....	3,500.00	1932-1933.....	3,750.00
1926-1927.....	3,500.00	1933-1934 ²⁷	3,750.00

It must be remembered that Kelly Miller was a professor and a dean. His salary therefore was far above the average salary in the University. For example in 1900 Cora E. Dorsey received "about" \$250 a year, "being allowed twenty-five cents per hour and a fee of 50c per month from each pupil in typewriting." That year her earnings were increased "to not more than \$400 per year."²⁸

The struggle of the teachers of the University to secure adequate salaries, to forestall unjust reductions in salaries and to insure an equitable distribution of all money appropriated for salaries, was persistent and to some avail.

The first petition in respect to salaries was sent by the Teachers of the Law Department to the Board of Trustees in 1870. They offered their resignations primarily because the professor of law did not receive the same salary as the professor of medicine. The salaries were finally equalized.²⁹ Two years later the faculty of the Medical Department "were grieved" over the discrimination made in salaries. It petitioned the Board of Trustees, stating that the proposed reduction in their salaries was a breach of contract on the part of the Trustees. The petitioners said:

We are aware that our places can be filled by the appointment of other professors who are willing to serve for even less pay than we are now receiving. But it is not necessary to remind you that the same kind of argument may be applied to all the employees of the University; it may even be extended to the literary and scientific professions and to political positions.³⁰

As a result of this petition the reduction in salaries was made uniform throughout the University.³¹

When the professional schools became self-supporting, the teachers in them were, of course, compelled to be satisfied with the income from fees and donations. But the academic faculties continued to petition. The committee, which visited the

²⁷J. E. Raynor to Walter Dyson, June, 1935.

²⁸*M of B*, May 29, 1900.

²⁹*M of B*, September 30, 1872.

³⁰*Petition* of Medical Faculty to Trustees, January 4, 1872.

³¹*M of B*, September 30, 1872.

Board of Trustees in 1912 and showed with charts that the highest salaries were paid to white teachers and the lowest to Negro teachers, was called by the chairman of the Board "im-pudent."³² After the war, however, the reception of the faculty committee by the Trustees was more cordial. From 1918 to 1924, a petition was sent annually urging the Trustees to raise salaries and to divide the money available for salaries more equitably among the teachers.³³

The hopes of the academic teachers were high in 1924 when they learned that Congress had appropriated \$15,100 for the increase of salaries and that tuition was to be raised 33 1/3 per cent. But

on opening our pay envelopes October 31st, we found that the allotments were so small that we hardly knew whether to frown or laugh. As all were expectant, communications and comparisons were inevitable. Dissatisfaction is the swiftest of contagions. Of the \$15,100 allotted by the Board of Trustees for increase of salaries of teachers and employees on the "Hill," a little over \$5,000 was assigned to the sixty Academic teachers. Our analysis shows that six teachers received no increase whatsoever, eight received a raise of \$5.00 per month; twenty-eight, \$10; one \$15, three \$20, and one \$30, one \$55, and one \$60. Such glaring discrepancies and inequities naturally intensify dissatisfaction. There is no discoverable basis of allotment. The apportionment was evidently not made on the basis of longevity, rank, experience, or attainment. It humiliates the just dignity and the professional pride of any body of professional workers to have the administration piece out their pay by doling out a few dollars here and there according to its good-will and pleasure.³⁴

After 1926, the faculty was less and less a unit on the question of salaries. As the professors were given increases, they gradually ceased to be as active as formerly for an increase in salaries. Thereafter the instructors primarily led the fight alone. Their petition in 1936 for a living wage was only partially successful.³⁵

Increases in salary or the most attractive salaries were granted for reasons ranging from a desire on the part of the Trustees to secure or to retain men eminent in a given field of study or eminent in politics to a desire to be humane. During 1871,

³²Committee: Carl Murphy, Numa P. Adams, and Walter Dyson.

³³See *Petition* of Faculty sent to Trustees on May 25, 1920, February 1, 1921, June 1, 1922, May 8, 1924, and others.

³⁴See *Petition* of Faculty, November 15, 1924, p. 4.

³⁵See *Petition* of Faculty for salaries for 1936.

Francis L. Cardoza, the Secretary of the State of South Carolina, was elected to a professorship in Latin at the University. By commuting between Columbia, South Carolina, and Washington, D. C., he was able to hold both positions. This may have been one of the "political positions" referred to in the petition from the Medical Department in 1872. Cardoza resigned that year.³⁶ To attract Reyburn from Georgetown College in 1868, it was suggested that "some promise for the future . . . would keep him. He cannot afford to make a great sacrifice for his love for the school."³⁷ Reyburn remained with the University until the panic emptied its treasury.³⁸ In 1873, he returned to Georgetown College. In 1874, the teachers requested some relief in their struggle with the high cost of living. Being without funds for that purpose, the Trustees gave them house rent free, as stated above. Sixteen years later, two principals of large secondary departments, George Wm. Cook and George Cummings, called the attention of the Trustees to the fact that the dean of the College was receiving \$100 a year more than they were, although they were doing more work. Strangely enough, the Trustees did not raise their salaries, but reduced the salary of the dean of the College by \$100.³⁹ The \$100 was restored to the dean some years later about 1903.⁴⁰ On two occasions about 1894, when two professors contemplated marriage, they requested an increase in salary. The Trustees replied that when they were actually married their salaries would be raised.⁴¹ The possession of a "Ph.D." became the prerequisite for the highest salary in 1930, only to be superceded in 1932 when positive evidence of "creative ability," and not the Ph.D. only, seemed to become the sine quo non for the highest salary.

Prior to the World War, there was, in theory, but one professor's salary in the University although many in practice. Since the war, there have been in theory two professor's salaries. The law of supply and demand has determined to a

³⁶*M of B*, June 29, 1872; *M of B*, September (ca 7th), 1870.

³⁷*Studies in History*, November, 1929, No. 10, pp. 15-16.

³⁸*Report of Dean Palmer*, 1873-1874.

³⁹*M of B*, May, 1891.

⁴⁰*Report of Acting President Hamlin*, 1903-1904.

⁴¹*M of B*, May 29, 1894; *Annual Report of President Durkee*, June 5, 1923, p. 15.

large degree the professor's salary. The salaries of professors in the professional schools have been higher than the salaries of the professors in the academic schools on the ground that it is easier to secure a teacher of history, or of English, or of any academic subject, than to secure a teacher of law or medicine. So anxious was the administration about 1924 to pay higher salaries in the professional schools that money received from the tuition paid by students in the academic schools was paid to the teachers in the professional schools when, at the same time, academic teachers were denied increases in salary on the ground that no money was available. In 1937, \$5,000 was the highest salary paid an academic teacher. One teacher out of a total of 180 academic teachers received this amount. In the professional schools in 1937 \$5,000 was a more common salary, few of which ran as high as \$7,500 annually. The highest salaries are paid in the School of Medicine.

But the teachers in the School of Medicine did not always receive the highest salaries. From 1873 to 1908 no regular salaries were paid in the School of Medicine. Each year during that period the secretary-treasurer of the Medical Department after collecting the tuition in the fall would arrange to pay all necessary expenses, and if there were any funds left would give each member of the junior faculty about Christmas time \$10 or \$15 and at Easter time, if money was available, would send \$10 or \$15 more to each member of the junior faculty. That money, which remained in the treasury after the payments mentioned above, was divided equally among the members of the senior faculty. For years, members of the senior faculty received little or nothing. But, beginning about 1908 and continuing for 12 years until the time of the first full-time dean with a regular salary, the members of the senior faculty received annually sums ranging from \$400 to \$1,700 each. The senior faculty was composed of the heads of the departments, while the assistants and helpers were called the junior faculty.

To balance the budget each year was the task of the secretary-treasurer of the Medical Department. Of the achievement of William C. McNeill, who was the secretary-treasurer from 1908 to 1920, Edward A. Balloch had this to say:

Dr. McNeill's management of the finances was simply marvelous. He made

every dollar do the work of two and kept the school afloat. If President Roosevelt wants to learn how to balance his budget, McNeill can teach him.⁴²

After the World War, the rapid increase in the enrollment in the School of Medicine, the completion of the endowment for the School of Medicine and the larger annual appropriations of the Federal Government for salaries at Howard University made it possible for the Trustees of Howard University to pay large salaries in the School of Medicine.

It was not only the amount of the salary received but also the irregularity of its reception which caused anxiety in the faculty. For a year or two after the founding of the University, the date upon which salaries were paid was uncertain. Therefore on December 4, 1868, the faculty of the Medical Department petitioned the Trustees to pay them in five monthly installments—on the first of November, the first of December, the first of January, the first of February, and the first of March.⁴³ In the fall of the next year, it was voted to pay the teachers and officers of the University “quarterly”—on the first of January, the first of April, the first of July and the first of October.⁴⁴ Because of the low salaries which were paid during the days of the panic, and because of the high cost of living in Washington, this three-month period between checks was embarrassing to the teachers. Not until 1878, however, did the Trustees see a way to secure the money to pay the teachers and officers monthly.⁴⁵ That year they voted to pay in ten monthly installments, beginning on the last day of September and ending on the last day of June. This practice has continued to this day.

⁴²Dean Edward A. Balloch to Walter Dyson, April 22, 1935.

⁴³J. Taber Johnson to E. M. Robinson, Secretary, Board of Trustees, December 4, 1868.

⁴⁴*By-Laws* 1869, chapter 3, section 1.

⁴⁵*By-Laws*, chapter 3, section 1, amended May 28, 1878.

XXIII. *George Boyer Vashon and the Parks: Typical Teachers*

GEORGE BOYER VASHON

The first Negroes to teach at Howard University were George B. Vashon, Alexander T. Augusta, Charles B. Purvis and John Mercer Langston. Of the last three mention has been made. Suffice it to repeat that Augusta was a graduate of the University of Toronto, Canada; Purvis, of the Medical College of Western Reserve, Cleveland, Ohio; and Langston, of Oberlin College. But since Vashon was the first Negro to teach at the University it is fitting to speak of him at length.

George Boyer Vashon was an unusual young man. Probably because he was unusually well educated and because he had unusually farsighted and courageous parents. Especially was his father farsighted and courageous. Of his mother not so much could be learned. George's parents, John Bethune Vashon and Anne Smith, were born and married in Leesburg, Virginia. But before the birth of their children they moved to Carlisle, Pennsylvania. Here, on June 20, 1824, George was born. Soon it was found that the opportunities in Carlisle were not as attractive as they were in Pittsburgh. In the bigger city the father would find a larger field for his barber shop and the children better schools. At the age of 15 George finished the public schools of Pittsburgh. Immediately he entered Oberlin College. Four years later, valedictorian of his class, he graduated. His majors were mathematics and the classics. At that time what would a Negro do with mathematics and the classics? There was no position in the United States for a young Negro college graduate in 1844. In fact when Vashon graduated some one at Oberlin exclaimed "What will he do?"¹

¹See Chapter II, p. 1, note 2; "George B. Vashon," *Frederick Douglass' Paper*, September 8, 1854, p. 2, col. 3; *Washington Morning News*, November 4, 1869.

Young Vashon decided to study law. Not in a law school, for he was a Negro. But in the private office of a lawyer of distinction in Pittsburgh, a great liberal, an ex-Secretary of the Treasury of the United States, Walter Forward. Upon the completion of the course, he applied to practice in Pennsylvania but was denied admission to the bar because of his race. Thereupon he went to Haiti where Negroes seemed to be free. For three years he taught in the schools of Haiti—at one time in the College Faustin, Port au Prince. But because of his health in 1850 he returned to the United States. Again he applied for permission to practice law. This time in New York. He was admitted to the New York bar and settled in Syracuse.

But Vashon preferred to teach. So when a call came from the New York Central College, located at McGrawville, New York, he accepted a professorship in the classics. The New York Central College, it must be remembered, was the Oberlin of the East. Founded in 1849 by the American Baptist Free Mission Society, it rivalled Oberlin not only by admitting men and women, Negroes and whites, as students but also in electing to its faculty Negroes as teachers. William G. Allen and Charles S. Reason were at one time or another on its faculty as professors of "Belles Lettres." But this College failed.

Vashon returned to Pittsburgh. And for the next nine years was a teacher in the Public Schools of that city. Then he was appointed to the principalship of Avery College. For some reason, not easy to find, he resigned this position to practice law in Allegheny County. Furthermore he resigned before being admitted to the bar in Allegheny County. When he did apply, in 1867, he was refused admission. Determined to find employment of some kind he went to Washington, D. C., and successfully applied for a position at Howard University. In his application Vashon said:

This position I resigned in July last past, with the expectation of resuming the practice of law in the Courts of Allegheny County, Pa.; but thus far my application to that end has, for some reason or another, not yet been acted upon. In the meantime, as I have a family of eight persons dependent upon my exertions, there was a necessity imposed upon me for doing something; and at the instance of a friend (Captain O. S. B. Wall) I have visited the national capital, in the hope that some field might here present itself, wherein I could find remunerative employment for myself, at the same time that an opportunity might be afforded to me of being serviceable to my race.

Since coming here, I have thought, that such an opportunity presented itself in your institution; and, consequently, this present application is made.²

Vashon was the first Negro to teach at Howard University and for that reason, if for no other, is unique in the history of Howard University. He was appointed in the fall of 1867 and put in charge of the "Night School." This was an ungraded elementary school which met three or four nights a week. Vashon held this position for one school year. Although willing to continue for another year, he was not reappointed. The principal of the Normal Department, who had supervision of the "Night School," had little or no faith in the "Night School." Vashon's salary consisted of the fees which he collected from his pupils as tuition. It is interesting to read his request for a guarantee of \$25 a month which was refused by the Board. Just why the Board did not appoint Vashon to a more important position in the University is not clear. Nevertheless, according to a statement of his son, Vashon did more in behalf of the University than he is given credit for. Vashon's son, who was in Washington with his father, said in 1924:

Your reference to his being the first Negro teacher at Howard University touches his opening Howard at the direction of Gen. O. O. Howard at a time that his regular employment was Solicitor for the Freedmen's Bureau. He also lectured through one winter at least to the law class at Howard and devised the first chemical laboratory there and platted its first library and was (more so than the late John M. Langston who settled at Howard's Law Dept. for some years) a general handy man, without pay beyond expenses, in getting Howard firm on its wobbly legs at the pleasure of the devoted Gen. Howard, at the time when Howard, the school (after its first buildings fell down faster than they were erected) was more of a question mark than an institution—when the Freedmen's Hospital was the rear of "the Long House" in "the enclosure" (which was then the big reservation, just south of "Camp" and north of the Boundary Line, and which has been Ledroit Park for many years) and which, having more insane than other inmates, was perhaps the most amazing precursor of a great division of a great institution of learning that has ever been.³

Vashon's work at the University engaged him during the evenings only. He was free, therefore, during the day for other employment. He was a clerk in the Federal Government, either

²George B. Vashon to the Trustees of Howard University, October 8, 1867.

³George B. Vashon, Jr. (son of the subject of this sketch) to Walter Dyson, April 5, 1924.

in the Freedmen's Bureau, or in the Treasury Department or in the Interior Department. Also, when time permitted, he practiced law. For one year, about 1867, he was the principal of Stevens School, a public school. It may be added that Vashon's wife, Susan P. Vashon, was also the principal of a public school while in Washington.

Vashon's other activities while in Washington included membership on the first Board of Education for the Colored Schools to which he was appointed in 1873. In this position he was very active. He was the chairman of the committee "on teachers and text books," and a member of the committee "on accounts and reports," and the Examiner.⁴

Vashon's interest in the social uplift of the Negroes of Washington involved him in the fight in 1869 for striking the word "White" from all laws relating to the District of Columbia, and in the fight for mixed schools. The word "White" was stricken from all of the laws but the fight for mixed schools failed. "It failed," said the Reverend Sella Martin because "the great majority of the colored people are opposed to my position. This is the heaviest condemnation of proscription viz: the proscribed are willing to accept it."⁵

As a writer, too, Vashon was very active. Frederick Douglass, seeing in Vashon a literary ability of a high order, added him to the staff of his papers. In introducing Vashon to the public in 1854, Douglass said:

The literary abilities of our friend (Vashon) are not merely those of the scholar, the essayist, and the newspaper writer, but of the poet. His poem, published in the *Autographs for Freedom*, for the present year, is a fine production and may be read after reading the verses of Bryant, Whittier and Willis.⁶

From 1854 to 1874 poems and prose articles from Vashon's pen appeared in the papers of Douglass and in other publications. Among Vashon's compositions are the following:

⁴*Application* of Vashon to the Secretary of the Treasury, June 18, 1872; *Annual Report of Colored Schools of Washington and Georgetown*, 1871-'72; *Ibid.*, 1872-'73, p. 23 *et passim*.

⁵A Letter from the Rev. J. Sella Martin to the *Evening Star* of Washington, December 8, 1869.

⁶"George B. Vashon," *Frederick Douglass' Paper*, September 8, 1854, p. 2, col. 3.

"The Assassination of M. Victor Noir," *New Era*, January 27, 1870.

"The Diver" (Translated from the German of Schiller), *New Era*, Feb. 14, 1870.

"The successive Advances of Astronomy," *New Era*, March 3, and 10, 1870.

"The Lasting Benefits of Poetry," *New Era*, March 17, 1870.

"The Nile," *New Era*, April 14, 1870.

"Africa a Field for Missions," *New Era*, April 21, 1870.

"The Abderites" (Translated from the German of C. M. Wieland), *New Era*, April 28, 1870.

"The Citizenship of Colored Men," *New Era*, February 24, 1870.

"A Sermon in Stone," *Washington Daily Chronicle*, November 28, 1872.

"Lines Suggested by a Recent Death," *New National Era*, August 6, 1874.

In 1874 Vashon was 50 years of age. Busy, indeed, but not satisfied. "What will he do?" It happened that Hiram R. Revels, the senator from Mississippi, upon the expiration of his term as senator, was elected to the presidency of Alcorn University, Rodney, Mississippi. He took Vashon with him as a professor. Upon his new work, Vashon entered with great enthusiasm. Speaking of Vashon's enthusiasm, President Revels said:

He had not been with us long when we comprehended to the full the declaration of the president of New York Central College: "Professor Vashon did not request to be appointed to this or that chair or to teach this or that branch of study; the question from him was, 'Which chair do you wish me to fill?' or 'What branches am I required to teach?' and so, also, did we sense the soul cry in Prof. Vashon's exclamation as he looked on our six hundred students the first month of his first year with us: 'Here is my work!'"⁷

To teach in a college was, no doubt, Vashon's chief ambition in life. But Vashon found his work too late. Four years after going to Alcorn, he was dead. An epidemic of yellow fever swept him away. He died on October 5, 1878. His remains are somewhere on the campus of Alcorn University in an unmarked grave.⁸

George Boyer Vashon was born ahead of his day. In 1874 William Wells Brown said: "We are somewhat surprised that none of the liberal colleges have done themselves the honor

⁷"George B. Vashon," *In Memoriam*, by Hiram R. Revels, October 5, 1878.

⁸L. J. Rowan, President of Alcorn A. & M. College, to Walter Dyson, March 12, 1924.

to confer upon Mr. Vashon the title of L.L.D.”⁹ One reason why Vashon was not accorded the honor due him in his day is suggested by the following incident. In 1924 a questionnaire which had been sent to Oberlin College concerning Vashon was filled out by the secretary of the College who, in addition, asked this question: “Was he a colored man?”¹⁰ That was his chief handicap.

EDWARD LAMAY AND ISABELLA BALL WEBB PARKS

Edward Lamay Parks was born in Dundee in western New York, January 26, 1851. His parents were born during the second quarter of the same century—his father in 1827 in Great Barrington, Massachusetts, his mother in 1828 in Barrington, New York. George H. Parks and Julia Hollister had married in their teens, and like many a young ambitious couple grew more and more dissatisfied with the East. It was a time when the ills, real or fanciful, of the seaboard states were driving thousnads into the West. One-third of the population of the country was then beyond the Appalachians, 4,000,000 probably—400,000 of whom were beyond the Mississippi. The Parkes, too, went West. They left Great Barrington in the Berkshires in their Conestoga wagon and settled in Dundee on Seneca Lake. Dundee in Yates County was in 1850 a little community of about 1,200. Here Edward and his two sisters, Emma and May, were born. Here, in the valley of the Susquehanna, in the region of the “Fingered Lakes,” near Watkins’ Glenn, they worked and played until they were eight and six and four years of age, respectively. Then, their education became a problem. Oberlin or the “University of the North-West” was far away. Ignorance, however, was less to be desired than a journey of a thousand miles over bad roads. Then, too, by that time, the Indian had left the Northwest and McCormick was there with his reaper. So in 1859 the Parkes were again in the train of the covered wagon—going West. They settled in the prairie country of northern Illinois, near the Lake. Here

⁹“George B. Vashon,” *The Rising Son*, 1874, p. 478, by William Wells Brown.

¹⁰George M. Jones, Secretary of Oberlin College, to Walter Dyson, March 8, 1924. For New York Central College see: V. R. Harlow, *Gerrit Smith*, New York, 1939, pp. 231-232.

Charles, Edward's only brother, was born. Here the children grew up.¹¹

Meanwhile, far to the East, another child was growing up. Isabella Ball Webb had been born on May 9, 1854. That year the "University of the North-West" was clearing ground in Evanston, Illinois, for its first building. Isabella's birthplace, a small island in Lake Erie known as Kelley's Isand, had been in the possession of the Kelleys, her maternal grandparents, for twenty-one years. Its choice lime-stone, famous vineyards, and good harbours were the foundation of the Kelley estate; also of the Webbs' prosperity, for William S. Webb, by marriage to Elizabeth Kelley, had come into possession of his wife's portion. But, for Isabella Webb, this little rock, three by two and one-half miles in dimensions, was becoming more and more deficient, especially since her mastery of the "three r's." For her college training, her parents had to decide on Oberlin or Evanston. Fortunately for her and young Edward, Evanston was chosen, primarily because already that village was coming to be known as the "paradise for women." So in 1873, she entered Northwestern Female College under Frances Willard. A year later that school became an organic part of Northwestern University.¹²

The year Isabella entered Northwestern, Edward was a senior there. He had prepared in the high school at Rochelle, Illinois, and in the preparatory department of the University. After graduation, he was immediately appointed an instructor in mathematics by his Alma Mater. While teaching, from 1874 to 1879, he was also a student. In 1875, Edward, his two sisters, Emma and May, and Isabella were all enrolled in Northwestern University. The next year, Edward received the degree of master of arts; in 1878, he received the degree of bachelor of divinity. Emma became a bachelor of philosophy in 1876, and May a bachelor of literature in 1878. The next

¹¹Isabella M. Parks to Walter Dyson, January 5, 1931; Katharine George, Registrar of Northwestern University, to Walter Dyson, December 18, 1930; McMaster, *A History of the People of the United States*, VII, p. 99; *The New Larned History*, VII, p. 5629.

¹²Katharine George, *op. cit.*, December 22, 1930; Isabella M. Parks, *op. cit.*, January 5, 1931.

year, the degree of bachelor of arts was conferred upon Isabella.¹³

Unfortunately, there is at Northwestern no record of Edward's courtship—no record of probable walks through groves of oaks, among violets and anemone, or by the lake, unmindful of the sidewheel steamers plowing the lake, carrying human cargoes westward, ever westward, into the land of promise and of hope—no, no record in any University of many a crisis in many a young life. Nevertheless, Edward was successful. He won his lady of the lake. On July 30, 1879, he married Isabella at her island home.¹⁴ They were well mated.

Oh happy, they, the happiest of our race
Whom gentle stars unite and in one fate
Their lives, their fortunes and their beings blend.¹⁵

They were unusually well mated for a common life of usefulness. Each loved knowledge and continued in pursuit of it. Isabella received a Master's degree in 1882; Edward became a doctor of divinity in 1887. Each had previously been elected to Phi Beta Kappa. Not only were they thoroughly prepared, but they had been profoundly inspired by the same Gamaliel—Frances Willard.¹⁶

Immediately, they entered upon a work of service—preaching and teaching. Their first charge was Grand Crossing, now Ingelside Avenue, Chicago, a community then of one hundred or so. They were there hardly one year, 1879-1880, when the trustees of Simpson College in Iowa called them to the leadership of that struggling school. While absorbed in building up its enrollment, its physical plant, and its endowment, they received a call in 1886 to a bigger opportunity in the South. Gammon Theological Seminary had been opened about 1883 in connection with Clark University in Atlanta, Georgia. Dr. Elijah H. Gammon, a benefactor of the new project, persuaded them to join him. They went South and entered upon

¹³Katharine George, *op. cit.*

¹⁴Katharine George, *op. cit.*; Isabella M. Parks, *op. cit.*

¹⁵Frances Willard, *Glimpses of Fifty Years*, published by the Woman's Temperance Publication Association, February 22, 1889, p. 642.

¹⁶Isabella M. Parks, *op. cit.*; Frances Willard, *Glimpses of Fifty Years*, p. 10, *et passim*.

a life-work with Negroes. From 1886 to 1930, with the exception of a few years—1903-1907 while preaching, and 1928-1930 while in retirement—they lived and worked with Negroes, seventeen years at Gammon and twenty-one at Howard, a total of thirty-eight years—one-half of their lives.

They worked as one. Mrs. Parks labored at her husband's side. At Simpson College, when Dr. Parks, as president, was away on business, she, a full professor of political science, taught also his class in moral and intellectual philosophy. With her help the school grew. The enrollment grew from 184 in 1880 to 301 in 1886. They left five buildings where they found one; sixteen teachers—an increase of five—and an enlarged endowment. At Atlanta, while Dr. Parks taught and preached within, Mrs. Parks taught and preached without the college walls. While Dr. Parks wrote *Outlines of Doctrines of Christian Experiences* (1894) and *Outline of the Study of Job*, Mrs. Parks contributed to the *Atlanta Press*, to the *Union Signal*, and to the *Methodist Review*. While he was a member of the Gammon-Clark Literary and Scientific Society, South Atlanta, Georgia, and a member of the Federal Schoolmen's Club, Washington, D. C., she was a member of the Gammon-Clark Literary and Scientific Society and a member of the W.C.T.U., in which she held a state office. Thus, with tongue and pen, she served the cause of the Negro, a cause her father served with blood and iron a generation before leading Company K of the 130th Ohio Volunteers.¹⁷

They came to Howard University in 1907. Here Dr. Parks was very busy. He was professor of social science (1907-1912), professor of economics and political science (1912-1919), professor of economics (1919-1928), assistant to the president (1909-1912), treasurer (1909-1919), and dean of men from 1919 to his retirement. Besides, he taught Sunday School in the city and on the "Hill," and touched the religious life of the University in many ways. But because of ill health, Mrs. Parks was less and less active in her later years.¹⁸

And thus by 1930 they had worn out in service. That year on May 24th, Edward, and on November 15th, Isabella, passed

¹⁷Isabella M. Parks, *op. cit.*

¹⁸*Records of Howard University, 1907-1930.*

away. Each was cremated. Two little urns contain their remains. Five children, six grandchildren and many friends survived them. Their host of friends may never see the ashes in the little urns. But "Beauty" have they "for ashes" the beauty of two useful lives spent with the lowly.¹⁹

¹⁹Isabella M. Parks, *op. cit.*; W. P. Thirkield to Editor of the *Christian Advocate*, published July 24, 1930.

XXIV. *Ralph Waldo Emerson at the University*

Like Edward L. Parks and George B. Vashon, each teacher and officer of Howard University from the beginning, deserves a chapter in this book. This is impossible. In Chapter XXXIII all that is practicable has been done. There, the name of each teacher and officer, it is hoped, has been given. As it is impossible to tell the story of each teacher and officer of the University, so it is impossible to tell the story of each of the many visitors throughout the years. Suffice it to say that among the visitors were Ralph Waldo Emerson and at least seven presidents of the United States.

On February 15, 1878, Rutherford B. Hayes was present at the presentation to Howard University by Carpenter himself of a steel engraving of his (Carpenter's) picture of the "Signing of the Emancipation Proclamation."¹ James A. Garfield presented the diplomas to the graduates of the Law Department in 1881.² At the inauguration of Wilbur P. Thirkield as president of Howard University on October 15, 1907, Theodore Roosevelt was present.³ Two years later William H. Taft delivered the commencement address.⁴ Calvin Coolidge was the commencement speaker on June 6, 1924;⁵ and Herbert Hoover on June 10, 1932.⁶ On October 26, 1936, Franklin D. Roosevelt dedicated the Science Hall.⁷ But it was Ralph Waldo Emerson who by his presence on Sunday, January 7, 1872, attracted the attention of the world to the young strug-

¹*New York Tribune*, New York City, February 16, 1878.

²"Rites Friday for W. H. Richards, Retired H. U. Prof.," *The Washington Afro-American*, February 1, 1941, p. 20, col. 3; *The Evening Star*, Washington, D. C., June 2, 1881, p. 4, col. 2.

³*The Evening Star*, Washington, D. C., November 15, 1907, p. 9, col. 4.

⁴*The Morning Post*, Washington, D. C., May 27, 1909.

⁵*The Morning Post*, Washington, D. C., June 7, 1924, p. 9, col. 3; *The Evening Star*, Washington, D. C., June 7, 1924 (a picture).

⁶*The Morning Post*, Washington, D. C., June 11, 1932.

⁷*The Herald*, Washington, D. C., October 27, 1936, p. 6, col. 6.

gling school when attention was sorely needed. Emerson spoke as follows:

I ought to say that my understanding of the conversation with my friend, the Professor, yesterday, certainly did not lead me to believe that I was expected to address the College in any formal manner. I came as a hearer and a witness of the exercises of the hour,⁸ but not understanding that I was to take any active part in it, by no means that of a leader. I am very glad this morning to see this institution, and to see so many of its scholars. I have been very happy in hearing the many details of the design of the actual direction and management of the institution. It certainly is making a movement of great promise in this country. It is one from which great good may be expected. I can easily see that it is only in its beginning, and that these results are only the seed corn.

If I had prepared myself at all to address this company of young men and women, I think I should have called their attention especially to the books which they should read. My own familiarity is not at all with directing the attention of classes, except as the public sometimes gather in miscellaneous classes to hear lectures; but whenever I have to do with young men or young women, I always wish to know what their books are; I wish to defend them from bad; I wish to introduce them to good books; I should speak of the immense benefit which a good mind derives from reading—probably much more to a good mind from reading than from conversation. It is of first importance of course to select a friend; for a young man should find a friend a little older than himself, or whose mind is a little older than his own, in order to wake up his own genius. That service is performed for us oftener by books. I think if a very active mind, if a young man of ability, should give you

⁸All recitations, lectures and other exercises of the Law Department of Howard University, except the Sunday morning lectures, were held during 1872 in the evening after 5 o'clock in the Main Building on the campus. At the Sunday morning lectures, which were delivered from 9 to 10 o'clock A. M., John M. Langston, the Dean, usually addressed the student body and their friends who were present. Not infrequently this Sunday lecture was given by some visitor. It was on Sunday morning, January 7, 1872, that Ralph Waldo Emerson was present. "His lecture," Mr. Langston says in his autobiography, *From the Virginia Plantation to the National Capitol* (1894), "carried the school in name and influence around the world."

his honest experience, you would find that he had owed more impulse to books than to living minds. The great masters of thought, the Platos—not only those that we call the sacred writers, but those that are called profane—have acted on the mind with more energy than any companions. I think every remarkable person whom you meet will testify to something like that, that the fast-opening mind has found more inspiration in his book than in his friend. We take the book under great advantages. We read it when we are alone. We read it with an attention not distracted. And perhaps we find there our own thought, a little better, a little maturer than it is with ourselves.

Today is the Sabbath.⁹ Are any of this company accustomed to read any of the divine songs of George Herbert, the poet? He is called the divine George Herbert. He lived in the time of King James. He was a person of singular elevation of mind, and I think every young man and every young woman who

⁹The announcement made to your correspondent, this morning, that Ralph Waldo Emerson would lecture to the law students of Howard University was received with great incredulity. Could it be that Emerson, the sweet-hearted philosopher and poet? But the bare possibility of seeing and hearing the Sage of Concord speaking to an audience of colored students was a bait too strong to be resisted. So, conquering all incredulity, I went to the lecture-hall. An audience of 150 people, composed of professors, teachers, and law students, and a number of young lady students from the academical department, filled the body of the room. Nearly all the faces were dark as night, with here and there a pale contrast or a compromise between the two extremes. On a slightly raised platform, in an arm-chair, sat Ralph Waldo Emerson. There was no mistaking that calm, serene, and thoughtful face. It seemed more than usually full of interest. Perhaps never before had the sage addressed such an audience. I soon learned that it was not a lecture we were to hear, but a simple informal talk, fresh and new-born.

Mr. Emerson was introduced by Prof. John M. Langston. Without rising from his chair, and without note or manuscript, he began his talk. He seemed a little embarrassed at first for want of text, but soon found one on which he could talk from now till doomsday—Books. He has a horror of extempore speaking, and never speaks in public without preparation, when he can avoid it. He has a further horror of reporters, who seize and slaughter his fresh utterances. On this account, I suppose no public notice was given except to students and teachers, and all unnecessary formality was dispensed with. He spoke with deliberation, with now and then a pause in his delivery, and his face lighted with a radiant smile kindly and benignant as his speech. Mr. Alvord hit the nail when he said, afterward, that it was a pleasure to sit and see him think.

wishes inspiration from books, should find for their Sunday reading and their Monday reading the little volume of George Herbert's Poems. I suppose George Herbert's poems are in your library. If not, I should like the privilege of presenting the book. I speak of that because it is a little the best religious English book that I recall. I don't know any one who has spoken so purely and so sweetly to the religious sentiment in us as George Herbert. You all know the verse:

"Sweet day, so cool, so calm, so bright,
Bridal of earth and sky,
The dew must weep thy fall tonight,
For thou, alas, must die."

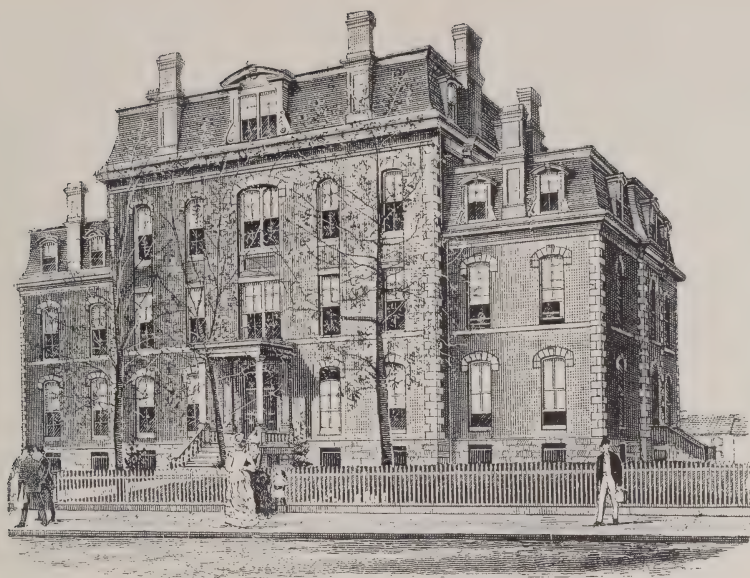
EVERY MIND HAS ITS SPECIAL CAPACITY

I am of the opinion that every mind that comes into the world has its own specialty—is different from every other mind: that each of you brings into the world a certain bias, a disposition to attempt something of its own, something of your own—an aim a little different from that of any of your companions; and that every young man and every young woman is a failure so long as each does not find what is his or her own bias; that just so long as you are influenced by those around you, so long as you are attempting to do those things which you see others do well instead of doing that thing which you can do well, you are so far wrong, so far failing of your own mark. Everybody sees the difference in children. They very early discover their tastes. One has a taste for going abroad, another for staying at home; one for books, another for games, one wishes to hear stories, another wants to see things done; one is fond of drawing, the other cannot draw at all, but he can make a machine. This difference, as you advance, becomes more pronounced. You are more distinct in your conception of what you can do—more decided in avoiding things which you cannot and do not wish to do. Now I conceive that success is in finding what it is that you yourself really want, and pursuing it; freeing yourself from all importunities of your friends to do something which they like, and insisting upon that thing which you like and can do. One person persists all the time in disappointing his friends because he wishes to be a painter, and they have no desire that he should be. Another does not like that his father should insist upon sending him to college, because he really

wants to be a merchant or a manufacturer, or has a whim of his own. Now that is easily mistaken by an obstinate young man who has taken a fancy and is not really pursuing that which is his proper calling. Though one may easily be mistaken for a time, yet there is in his mind the particular fitness for a calling; and some things that he can do, as in mathematics, or the right arrangement of facts; he being able to distribute the duties of the day; the distribution of facts in his mind, so that he understands and can recite history better than any other; or the perception of his aims, and keeping that through all the particulars by which a logical mind acts, in various ways, as some eyes are made for color and some for form.

SPECIFIC AIMS AND OCCUPATIONS

The multitude of professions is endless, and in a right state of society the objects and aims would be much more numerous. For instance, in the German Universities now, instead of having five or six or ten professorships, they have 60 or 100—the division of the sciences, the division of the parts of great classes of knowledge requiring so many instructors. Well, I think that with the progress of society, the divisions of employments will not be 60 or 100, but thousands; and finally, if one should say it, as many as there are men, as many as there are women, that aims will be as many as there are individual souls. Therefore, I wish that each young person should learn that secret, that he only can tell himself what it is that he is to do. It is revealed to him in the progress of his mind, always becoming revealed more distinctly, what that object is. He did not know it when he was a child; he did not know it when he was a boy; but, as his mind, all is slowly revealed to him; revealed to him by every effort he makes in this direction or against it. For, when he is laboring against his proper calling, he finds himself met with obstacles that increase as he goes. When he is following his proper mission, the leading of his inward guide, he is assisted by every step which he takes. The purpose for which he is made is always becoming more clear to him. I believe that every active mind, in its own direction, there is a thought waking every morning—a new thought; that every day brings new instruction and facility; that even in the dreams of the night we are helped forward. There is a great difference in our activity of mind. Sometimes we have heavy periods,



1870 view of old Medical Building



The old Dental Infirmary prior to 1909



Nurses' home prior to 1909



1939 view of old Medical Building



Ambulance prior to 1909



School of Medicine, 1940



Upper left, Thirkield Hall, 1940; upper right, Main Building, 1934;
middle left, Entrance to Art Gallery, 1940; middle right, School of Religion, 1940; lower left, Applied Science, 1940; lower right, Clark Hall, 1940



*Home of C. B. Boynton, at N Street and Vermont Avenue,
N. W., where Incorporators first met, 1867*



Campus, 1868



New Law Building, formerly the Dining Hall, 1940



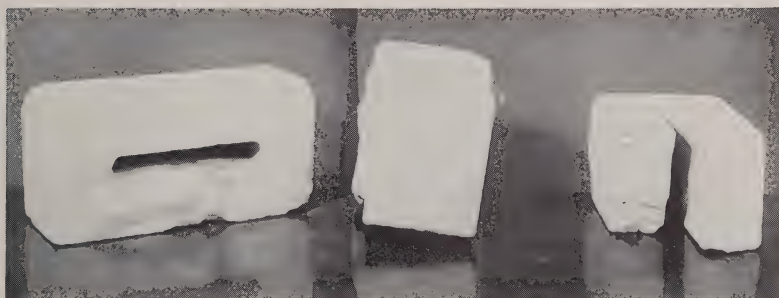
*Aerial view of Howard University, taken in 1940 by Director of
Howard University Civilian Pilot Training Program*



Cook Hall, 1940



Home of the Presidents since 1890



Three views of a building block, each 10" \times 5" \times 4" made on the Campus by D. L. Eaton and Company, 1867



Campus rear of the Library, 1940

when we don't think for days, or weeks, for months; then periods of activity. I think these depend very much upon ourselves—upon our good behavior. If we use our opportunities, opportunities are multiplied. If we neglect them, if we give up to idle pleasure and amusements, they are withdrawn. The idle person ceases to have thoughts. The active person is always assisted. There are a great many mysterious facts in our history which the mind attentive to itself will always discover, and the admonitions that come thence.

I am not in the habit of speaking with classes of young persons very much. And I myself, I ought to say, am a solitary man, living in the country and seeing few people. Now and then I go to Boston or elsewhere and read a paper to a class, but seldom speak in any other manner. I regret that it was not intimated to me that I should speak. I came to hear and see, or I would have brought myself some text, some clear purpose. If this were a convention, if any of the young men or women have any question, perhaps it might be better for us all.¹⁰

GIBBON—BOSWELL'S JOHNSON—THE ELIZABETHAN ERA

I trust that every man has his own ways, as I say, and perhaps no method or matter would become another; and always the instruction, the hint, is given to the young mind from its own desires. It is urged in a single direction, and that is the direction it is to take. It soon knows what is wrong urgency and what is a right. All things are propitious in one direction;

¹⁰Professor Langston then arose and made an apology for Mr. Emerson, saying that he called on Senator Sumner yesterday and found Mr. Emerson at breakfast with him, and then exacted a promise from him to visit the University; but did not feel privileged to ask of one whose time is so valuable a formal and prepared address. He was glad that he had come and talked to them in this informal way. Suggesting a topic for further conversation he said: if there is any one thing that we do not quite understand it is the effect of books upon us, for the reason that almost all of these students had been without fathers and mothers so educated that they could say: "This is the book to read. This book has done so much for me. It has given me this purpose, that thought, this information, that power." He would like to have Mr. Emerson in a conversational way tell them more about books.

Mr. John Alvord, President of the Freedman's Bank, who was present, very happily said that they were all very much instructed by looking at Mr. Emerson's face and seeing him think: they needed to look at him to learn how to think. The remark secured a verdict of approving smiles and Mr. Emerson resumed.

all things are adverse in the other. Every book has its own attractions; but certain books would charm us all—charm every good mind. I should give every young man "Gibbon's History of the Roman Empire" to read as an education in itself. No one can read it without seeing that Gibbon was the best read man of England in his time, and that, therefore, few men have accomplished so much. He was a perfect library himself; a man of high morals—at least a skeptical man, and a man of the world also. But his moral sentiment was always erect for justice and truth; yet not a man of quite pure mind. He was a clean man in his life, but his moral sentiment was not equal to his intellectual. Still, "Gibbon's History of Rome" cannot be omitted by any intelligent young man who wishes to have, in English, the best history of the past.

If he wants, however, a moralist; if he wants a noble soul, every way instructive, he should read the "Life of Johnson." Boswell's Life of Johnson is an excellent book to read; one of the most entertaining, one of the greatest variety in its charms, because it brings in the history of the brightest men in England, at a time of great brilliancy; that is, when Burke and Fox and Gibbon and Goldsmith were on the stage together and were continually meeting in conversation. I should think Boswell's Life of Johnson is a good book for a young man, out of the line of difficult study; for it should be an entertainment to him, and nothing more. No wise young man can do without reading "Bacon's Essays." They are a little Bible of earthly wisdom. They are full of sense and truth. If he is led to the "Life of Lord Bacon," he thereby becomes acquainted with the most important period in English history; the time when the two greatest lights of England at that period, and one of them the greatest light that ever was in England—Shakespeare—were surrounded by able men; the time of Elizabeth and of James; the time of the great concentration of intellectual lights in England. There never was such a period in the world. The only one comparable to it is that of the Greek age when Pericles was surrounded by the great artists, the great poets, the great historians and philosophers of Greece. These are the two remarkable periods of intellectual light—the time of Elizabeth and the time of Pericles.

SHAKESPEARE THE ONE BOOK OF THE WORLD

No one can speak of books, however, without saying to you, what you already know, that of all books depending purely upon their intrinsic excellence, Shakespeare is the one book of the world. I leave out, of course, the religious books, which depend directly upon the reverence of mankind, addressed according to the opinion and sentiment of each, according to his education in this or that church, in this or that society. Heaven has provided each nation with its own religious instruction. We have had, in Asia, the grandest revelation that has been made to the world. It is very curious that these Asiatic minds seem, more than any other portion of the world, to have had the religious inspiration; not only in our gospels and in our Jewish histories, but the Hindoos have also the most extraordinary books, which they compare with certain happiness to those of our own, which we also owe to Asia. So the Chinese have also their books of Confucius, in which we are very happy to trace almost identical inspiration with those which we have received from Judea. For instance, the great doctrine, "Thou shalt do to others as thou wouldst have others do to thyself," is 600 years before the coming of Christ, as given us by the Confucians. This singular genius the Asiatics seem to have had for moral revelation; and it is given in these commanding forms to the different nations there. Ours, which we owe to the Jewish nation, directly, we esteem the most pure and most commanding of all, but it is delightful to me, as a believer in the universality of religious truth, to find that it is framed in similar and almost in the same language in distant nations.

But out of the circle of religious books I set Shakespeare as the one unparalleled mind. No nation has produced anything like his equal. There is no quality in the human mind, there is no class of topics, there is no region of thought, in which he has not soared or descended; and none in which he has not said the commanding word. All men are impressed, in proportion to their own advancement in thought, by the genius of Shakespeare. The greatest mind values Shakespeare the most. It is wonderful that it has taken ages to esteem him. We find with wonder that he was not appreciated in his own time; that you can hardly find any contemporary who did him any justice. Still, his fame and the influence of his genius have risen

with the progress of time. As there has been opportunity to compare him with other poets and writers, his superiority has been felt, and never so much as at this day. In reading Shakespeare, you will find yourself armed for the law, for divinity, and for commerce with men.

EDMUND BURKE—GOETHE

Burke is an author that no young men, certainly in the law, can live without. For the nobility of his sentiment, for the truth, honor, and justice of the man; for his great powers, for his fine perceptions, I should think it would be the pride of all the young men studying law, that they had a master so commanding and so beautiful as Burke always before them. His character was as pure as his mind. There is a period in the education of every young man liberally educated, when Burke is his master. Happy is that young man. I have found such young men always in colleges. They always came to time when Burke seemed their only guide. It is commonly about the time of leaving college that they find out that Burke is a charming writer. They read all his speeches. They read his letters. You will find him again in Boswell's "Life of Johnson." The Regicide Peace, all the Letters on the French Revolution, his speeches on the American question, all his writings, his letters to the noble lords, every one of his papers is deserving of your reading, in teaching you to form your style. The Essay on the Sublime and the Beautiful had once a certain attraction which it has not now. It is not superior, and I would not commend it.

If any of you have a taste in letters you must take the German Goethe, whose books are now almost all translated into English. Since Shakespeare there had been no mind of equal compass to his. There is the wise man. He has the largest range of thought, the most catholic mind; a person who has spoken in every science, and has added to the scientific lore of other students, and who represents better than any other individual, the progressive mind of the present age. He is the oracle of all the leading students in every nation at this time—Goethe, who died in 1832. If you want a pleasant introduction to him, take the book of his Conversations with Eckermann. Prof. Eckermann lived in his house for a time, and just as Boswell wrote out Johnson's conversation, so Eckermann wrote out

the conversation of Goethe. That book is a very entertaining and instructive one. Opinions upon every modern question are there. If you want his more serious books, I should say "Faust." "Faust" is the book by which Goethe is best known. It is one of the most disagreeable books that I can read. While I consider Shakespeare's Hamlet a great and noble work, Goethe's Faust is to me a very painful work. And yet that stands with society generally as his leading work. It represents the modern mind, and that is what he aimed at. But it does not represent the Eternal Mind, alone of value in every age. It is a very painful book. The "History of Poetry and Fiction" is the name by which Goethe calls the memoirs in his own life. Then there are his poems in general, and his prose writings on art, on society, on light. He was a student of light, and made important discoveries. His book upon optics contains a history of progress and the history of Sir Isaac Newton; and his relations to that science are given, and so the whole history of philosophy in that direction. A book which is not yet printed in English, I believe, is his *Sentences-Sprüche*. It will be immediately put into English, I presume, for they are multiplying it in German. It was printed originally in Schiller's work. They edited together the *Hours* ("Horen") and in every one there were certain collections of sentences. Goethe wrote whole essays, but also a continual redundancy of maxims and rules. These are now gathered in a book that I think is one of the most important that we possess. I believe that more of his books are in English every year, so that you can always find access to them. The "Italian Travels" is another important book of his.¹¹

¹¹The time for closing had now arrived, as many of the teachers and students had engagements to attend church; and Mr. Emerson brought his remarks abruptly to a close. Prof. Langston thanked him in behalf of the school, and a vote of thanks was tendered him. Prof. Langston congratulated the students on their rare good fortune in hearing the address. If it had been known in the city, there would have been many Sunday morning pilgrimages to the hillside. As it was, Mr. Emerson was saved from a large audience and the pencil of all but one reporter.

XXV. *The Triumvirate*

A history of Howard University without a statement concerning Cook, Miller, and Moore would be incomplete.

In many respects George William Cook, Kelly Miller and Lewis Baxter Moore were alike. Each was born in the South; Cook in Virginia; Miller in South Carolina; Moore in Alabama. Each was the child of poor parentage; Cook was born in slavery, one of four children; Miller, the child of a poor farmer who was the father of ten children; Moore, the youngest of a struggling family of twenty-eight—his father had married twice. Each had native ability: Cook in business; Miller as an advocate; Moore as an executive. Anyone of the three might have been the first Negro president of Howard University. Each did rise to a position of eminence. All three were deans.

While alike in these and many other respects, they differed widely. Cook a mulatto, short in stature—about five feet tall, jovial in disposition and of a nervous temperament; Miller, black, negroid in features, about six feet in height, calm, calculating, imperturbable; Moore of Indian and Negro mixture, in appearance decidedly Indian, about six feet tall, of massive frame—weighing about 250 pounds, human, a diplomat. Denominationally, Cook was a Baptist, Miller, a non-conformist, Moore, a Congregationalist. Traditionally, Cook was the rich man of the campus; Miller, the scholar; Moore, the diplomat.

Their lives, too, differed widely. George William Cook was born in Winchester, Virginia, January 7, 1855. When, in 1864, General Early captured that village, the Cook family followed the Union army up the valley into Pennsylvania, stopping for awhile at Chambersburg and, later, at Harrisburg. Here, George in his teens, attended the elementary schools. It was not long, however, before he was in New York seeking work. Here he worked at the carpenter's trade and continued his elementary education as best he could until upon the advice of the Reverend Highland Garnett, he entered Howard University in 1874. He finished the Preparatory Department in

1877. Four years later, he graduated from the College Department with the degree of bachelor of arts. In 1886, the degree of master of arts was conferred upon him by the University, and in 1890 and 1903 he received a bachelor of laws and a master of laws, respectively, from his alma mater.

Upon graduation in 1881 he was appointed to the position of tutor of mathematics in the Normal Department of the University. A few years later, he was made the assistant to the principal of that Department. And, upon the death in 1889 of the principal, Martha B. Briggs, he was elected head of the Department. Ten years later, the academic departments of the University were completely reorganized. The industrial subjects were segregated and organized as an Industrial Department; the pedagogical subjects were organized as the Pedagogical Department; the remaining subjects which had been embraced in the old Normal Department before this reorganization, were grouped into what was called the English and Commercial Department. Cook was put in charge of this Department. He developed the commercial subjects rapidly to the end that by 1903 this English and Commercial Department was itself reorganized. The commercial subjects were segregated into a Commercial Department while the English subjects were transferred to the Preparatory Department. Cook was made dean of the Commercial Department.

From 1903 to his retirement in 1928, he was the one person largely responsible for interest in commercial education at the University. At his insistence, the commercial subjects were elevated to collegiate grade and for two years (1903-1905) the Commercial Department was authorized to confer the degree of bachelor of science. This elevation of the commercial course made it imperative to raise the entrance requirements. This in turn lowered the enrollment to such an extent that the work was reduced again to secondary rank. In 1919 this Commercial Department along with all secondary work at the University was abolished. Again, Cook was successful in having the commercial subjects raised—this time to Junior College level. When the Junior College was abolished in 1925, Cook was made professor of commercial subjects in the College of Liberal Arts and at the same time was elected dean emeritus.

He held this professorship until his retirement in 1928, and the title until his death.

Cook was always a busy man. Many of the trees on the campus were planted by him in order to earn money with which to pay his tuition. While teaching at the University he was very active also in the community life of Washington, D. C. Theodore Roosevelt, president of the United States, appointed him in 1904, a member of the board of charities of the District of Columbia. The District commissioners appointed him in 1907 the first superintendent of the school for delinquent children of the District of Columbia at Blue Plains. He was a member of the national board of directors of the N.A.A.C.P. from 1915 to 1931; and was the treasurer of the District of Columbia branch from 1912 to 1931. When the World War broke out, he took an active part in the war activities of the University. At the time, he was the secretary and business manager of the University, serving in that capacity from 1909 to 1919. Upon his retirement from the University in 1928, he was elected secretary of the alumni association and served until 1931. In 1931 he was elected alumni trustee of the University but died before he had an opportunity to attend a meeting of the board.

He died on August 30, 1931, in Philadelphia, Pennsylvania, survived by his widow, a son, George, Jr., and a sister, Susan B. Cook. Upon the day following his death he would have been married 33 years, for on August 31, 1899, he had married Coralie Franklin of Harper's Ferry, West Virginia. His remains were interred in Lincoln Cemetery, Washington, D. C. In his will, he left \$5,000 to the University.¹

In 1886, while George William Cook was receiving from the University the degree of master of arts, Kelly Miller was receiving the degree of bachelor of arts. Miller had entered the Preparatory Department of the University six years after Cook. Young Miller was seventeen when he entered. Born

¹*M of B*, October 8, 1867; *Records of the Board of Public Welfare*, District of Columbia, July 1, 1900-June 30, 1913; *Records of N.A.A.C.P.*, January, 1915-August 20, 1931, 69 Fifth Avenue, New York City; *General Catalogue of Howard University*, 1874-1931; *The Afro-American*, Baltimore, Maryland, September 8, 1931; Personal Interviews with Miss Susan B. Cook, Kelly Miller, George M. Lightfoot and the late George William Cook.

July 18, 1863 in Winnsborough, South Carolina, he had probably heard of Howard University many times during his youth. Francis L. Cardoza of Columbia, South Carolina, who in 1868, was the Secretary of State of that commonwealth, was, in 1871, professor of Latin at Howard University. Furthermore, Howard University had many friends in South Carolina, for in 1869-70 her well-wishers in that state sent a scholarship to the University of \$450. But it was the principal of the little school to which Miller went who turned Miller's attention directly to Howard University and paid his fare to the city of Washington—a Mr. Richards. After two years spent in the Preparatory Department, Miller finished, in 1882, the three-year preparatory course of Greek, Latin, and mathematics. Four years later, he finished the college course. That fall and winter he studied mathematics under a private tutor in Washington, D. C., and during 1887-1889 was a student at Johns Hopkins University. It was while attending Johns Hopkins that he met Rachel Butler of Baltimore, Maryland, who became the future Mrs. Miller. They were married in 1894. This union was blessed with five children: Kelly, Jr., Isaac Newton, Mae, Irene, and Paul Butler.

For a few months during 1889-1890 Miller taught mathematics in the public school system of Washington, D. C. He resigned, however, in 1890 to accept the professorship of mathematics at Howard University. In 1895 he recommended that sociology be added as an elective to the college curriculum. This was approved by the trustees, and from 1895 to 1907 he was professor of mathematics and sociology. When in 1907 he was promoted to the deanship of the College of Liberal Arts he began to withdraw gradually from the department of mathematics and to devote more and more time to sociology. From 1915 to 1925 he was the professor and head of the department of sociology; from 1925 to his retirement in 1934, he was a professor in, but not the head, of that department. When the University was organized upon the Junior and Senior College basis in 1919, Miller was transferred from the deanship of the College of Liberal Arts to the deanship of the Junior College. When the Junior College was abolished in 1925 he was made dean emeritus.

Like Cook, Miller too was a very busy man. During his

undergraduate life he worked as a full-time clerk in the pension office of the Federal Government. He was among the first Negroes who were appointed by the Civil Service Examination Board. This was when the Civil Service Commission did not require a photograph of an applicant for appointment. In order to make it possible for Miller to devote his entire day to his clerical work, the faculty of the University excused him from all recitations during the term with the exception of a few at the end of the term. He reported for examination only.

Miller was a prolific and versatile writer. Among his publications are the following which may be found in the library at Howard University or in the Library of Congress:

- What Walt Whitman Means to the Negro*, 1895
- A Review of Hoffman's Race Traits*, 1897
- Primary Needs of the Negro Race*, 1899
- The Negro as a Religious Social and Political Factor*, 1900
- Education of the Negro*, 1902
- Service to Servitude*, 1905
- As to the Leopard's Spots*, 1905
- An Appeal to Reason*, 1906
- Roosevelt and the Negro*, 1907
- Race Adjustment*, 1908
- The Ultimate Race Problem*, 1910
- Crime Among Negroes*, 1910
- Out of the House of Bondage*, 1914
- The Disgrace of Democracy*, 1917
- An Appeal to Conscience*, 1918
- History of the World War for Human Rights*, 1919
- The Negro in the New Reconstruction*, 1919
- Radicalism and the Negro*, 1920
- Booker T. Washington (5 years after)* 1921
- An Open Letter to President Warren G. Harding*, 1921
- The Everlasting Stain*, 1924
- An Estimate of Carter G. Woodson and His Work*, 1926.

Kelly Miller was a member of the Association for the Study of Negro Life and History, the National Association for the Advancement of Colored People, the American Academy of Political and Social Science, the American Sociological Society, the American Association for the Advancement of Science, the National Educational Association, the American Negro Academy and the Walt Whitman International Fellowship.

Kelly Miller was fortunate not only upon being born six and one-half months after Lincoln's emancipation proclamation

went into effect in South Carolina but also upon being able to sell his property in Washington, D. C., after retirement from the University, to the Trustees of the University for \$40,000. This sum, in addition to a small annual annuity from the University, relieved him of all financial cares while he wrote his memoirs.

He died on December 29, 1939, at his home in Washington, D. C., and was interred in Lincoln Cemetery. He was survived by his widow, Annie May Miller; two sons: Dr. Kelly Miller, Jr., of New York City and Paul Butler Miller of Washington, D. C.; two daughters: Irene M. Reid and May Miller, both of Washington, D. C.; and a brother, Robert G. Miller of Winnsboro, S. C.²

Unlike Cook and Miller, Moore was not a graduate of Howard University. He came to the University in 1895, a doctor of philosophy. The degree was not actually conferred upon him by the University of Pennsylvania until 1896. For his doctorate he majored in Greek and minored in Latin and philosophy. He had prepared in the elementary schools of Huntsville, Alabama, where he was born September 1, 1866, and at Fisk University, Nashville, Tennessee, and at Clark University, Worcester, Massachusetts. He graduated from Fisk University in 1898 and, for work pursued during the summers at Clark University and at the University of Pennsylvania, he received from Fisk University in 1893 the degree of master of arts.

He entered upon his work at Howard University well prepared, and at a time of reorganization. For a year, he was an instructor of mathematics, English and history in the Preparatory Department. For two years he was professor of the Latin language and literature in the College Department. From 1898 to 1899 he was the professor of Latin and pedagogy. The course in pedagogy became so popular that in 1899 the Trustees of the University established the Department of Peda-

²*The Sunday Star*, Washington, D. C., January 8, 1922, part 1, p. 2; *The Records* of Howard University, 1880-1934; *The Records* of Johns Hopkins University, Baltimore, Maryland, 1887-1889; *The Records* of the Civil Service Commission of the United States, 1883-1890; *Who's Who in America*, 1932; *Who's Who in Colored America*, 1915; Personal Interviews with Dean Miller; *The Evening Star*, Washington, D. C., December 30, 1939; *The Afro-American*, Baltimore, Maryland, January 6, 1940.

gogy and elected him dean. Two years later, this Department became the Teachers College.

This College was organized as a graduate school on a par with Theology, Law and Medicine. This curriculum proved to be too high for the applicants. The enrollment fell off rapidly. Gradually the course was reduced to a four-year college course in which the social sciences were emphasized. As such it soon outgrew the College of Arts and Sciences in enrollment. For, in addition to its four-year college course, there was connected with the Teachers College an elementary practice school and a kindergarten.

So intense was the rivalry between the Teachers College and the College of Arts and Sciences for students and so expensive and unnecessary was this duplication of subjects, that the Trustees in 1907 combined the two Colleges into a loose confederation known as the College of Liberal Arts. In this organization, with its two deans and its two faculties, the rivalry and duplication of subjects was somewhat lessened. Under President Newman, however, the College of Liberal Arts was resolved again into its component parts, but not until the College of Arts and Sciences had adopted into its curriculum many of the social sciences.

Moore was also a busy man. He paid for much of his education at Fisk with money earned by preaching, in and around Nashville, Tennessee. While attending the University of Pennsylvania, he was the secretary of the Y.M.C.A. in Philadelphia. It was during this period that he met Sarah Tanner, the daughter of Bishop Tanner and the sister of the famous painter, Henry O. Tanner. He married Sarah Tanner in 1895. Two children were born of this union, Sarah and Tanner. In 1901, his wife died. Two years later he married Lavinia E. Waring of Washington, D. C.

Ordained to preach in 1903, Moore was from that date to 1910 the regular pastor of the Peoples Congregational Church, Washington, D. C. During the summer of 1906 his congregation gave him a trip abroad, during which he studied the educational systems of England and Germany. From 1917 to 1922 he was a member of the executive committee of the American Missionary Association—the first Negro to serve in that capacity. During the World War he was on leave of absence

from Howard University and lectured under the auspices of the National Commission of Church on Moral Aims of War, and served as Regional Director of Education for the National Security League. He never returned to the University, resigning in 1920. At the time of his death, he was the pastor of a Congregational church in Philadelphia. He died on December 12, 1928, in Philadelphia, Pennsylvania, survived by his widow and two children.³

When, in 1912, President Thirkield resigned from the presidency of the University, many influential trustees were anxious to elect a Negro to that position. Cook, Miller and Moore were mentioned. Had either two of the triumvirate been willing to withdraw in the interest of the other one, the favored one would have been elevated to the presidency.

³The *Records* of the University of Pennsylvania, 1892-1896; The College Alumni the University of Pennsylvania, 1896; *Who's Who in America*, XII; *Who's Who in Colored America*, I, 1915, edited by Frank L. Mather; The *Congregational Year-book*, Office records; *American Missionary Magazine*, 1917-1922; The *General Catalogues of Howard University*, 1896-1918; *Catalogues of Fisk University*, 1889, 1893; Personal Interviews with Mrs. Lewis B. Moore, Washington, D. C.; Judge Stanton J. Peelle wished a Negro to be elected to the presidency of Howard University, Sterling N. Brown, *op. cit.*

XXVI. *The Presidents and Acting Presidents*

In the 73 years prior to 1940 Howard University had thirteen presidents, two vice-presidents, and probably eleven acting presidents.¹ Two of the presidents, Whipple in 1875 and Gregg in 1926, did not accept the honor. Of the presidents, twelve were preachers; one, Howard, a layman. Amzi L. Barber, John Mercer Langston, and Dwight Oliver Wendell Holmes, acting presidents at various times, were also laymen. Six were Congregationalists: Boynton, Howard, Patton, Rankin, Newman and Durkee; two Methodists: Gregg and Thirkield; one Baptist: Johnson; two Presbyterians: Sunderland and Gordon. Twelve were born above the Mason and Dixon Line and one, Johnson, below that line; one in Canada: Durkee. Three were chaplains in the House of Representatives or Senate of the United States: Boynton, Sunderland, and Rankin. Four were or had been pastors in Washington, D. C.: Boynton, Rankin and Newman of the First Congregational Church, and Sunderland of the First Presbyterian Church. The oldest, at the time of appointment, was Rankin—62; the youngest, Johnson—36. Howard was 38 when elected in 1869. All but one—Boynton—were college graduates. Boynton left college in his senior year. Gregg was a bishop in the African Methodist Episcopal Church. Thirkield resigned the presidency of Howard University to become a bishop in the Methodist Episcopal Church. The average term in office of the eleven active presidents was in 1940, 6 years and 6 months; the longest, that of Johnson, 14 years; the shortest, that of Gordon, 3 years and 1 month. Not one died in office. Smith died at sea on his way to Africa before entering upon the duties of the office, and Patton died upon the day his resignation took effect. Of the presidents who did not accept, one, Whipple, was white, and one,

¹Kelly Miller, George W. Cook, Lewis B. Moore and probably other officers of the University served as president at one time or another.

Gregg, was a Negro. Of the two vice-presidents, one, Langston was a Negro and one, Brewster, was white. Of all the presidents, only Johnson, the thirteenth was a Negro.²

CHARLES BRANDON BOYNTON

Charles Brandon Boynton, the first president of Howard University, served from March 19, 1867, to August 27, 1867. He was referred to by his contemporaries as the president of the Board of Trustees. While presiding over the University, he was also the pastor of the First Congregational Church of Washington, D. C., and Chaplain of the House of Representatives of the United States. He was born in Stockbridge, Massachusetts, June 12, 1806; attended Williams College but did not graduate—leaving school in his senior year (1827) because of illness. He read law privately and was at one time elected a member of the legislature of Massachusetts. On April 27, 1883, he died in Cincinnati, Ohio, and was buried there.

Boynton was a staunch abolitionist. After the war, however, he became more and more conservative on the race question. On November 17, 1867, he explained in a sermon his position on the intermingling of the races. This sermon caused the Negroes who had applied for membership in the First Congregational Church to withdraw their applications; furthermore it split the church and led finally to the resignation of Boynton as president of the University and as pastor of the Church.

Boynton maintained that the American civilization needed the contribution which the American Negro alone could contribute; that the Negro should, therefore, aim to develop his unique peculiarities of character and not aim to become "a mean, weak, imitation of another race," that the Negro leaders who wished to live among the whites were not as far-sighted and unselfish as Moses who chose "to suffer affliction with his own people rather than to enjoy the pleasures, honors and riches of Egypt"; that race pride will make the Negro, just as it made the Jew, a great people. He said:

. . . there are two theories which divide those . . . who are equally the black man's true and earnest friends . . . One theory proposes such an intermingling of the races as shall sweep not only unjust distinctions, but all dif-

²Sterling N. Brown, "What About Howard University?" *The Washington Sentinel*, Washington, D. C., August 7, 1926.

ferences, away, so that the two shall be finally merged into one. To accomplish this, those who adopt the theory would gradually break up all separate organizations for the colored people, and in the churches, schools, colleges and associations of all kinds, educational and religious as well as political, merge them in the surrounding mass of the whites. Such persons would have no separate colored schools, seminaries or associations or churches.

I think that many mistake in supposing that in proportion as mere prejudice is removed, and the blacks are cultured and elevated, the two races will be intermingled and merged in each other. I expect the exact contrary result. The difference of race lies deeper than prejudice, or ignorance, or degradation. The love of race is even stronger in the Negro than in the white. It is not affinity for the white race which inclines the black men towards us now, but a desire to escape from the degradation of his people. Elevate the blacks upon their own basis of life to our level, and we shall find that they will be held apart, and to each other, by the resistless love of race.

. . . . I am no believer in the inferiority of the colored race. They are very different from the white man, they have a strongly marked individuality and capabilities of their own, but that does not prove them inferior. It is by no means a settled fact that the Caucasian race is the perfect standard by which all others are to be measured and pronounced good or bad according as they resemble them. Moses and the prophets, David and Solomon, Paul and the Apostles, Christ himself, were none of them Caucasians. The magnificent forests of the tropics are widely different from those of the North, but they are not inferior, and fill their own proper place among the earth's productions, and so the African civilization may belong to the tropics, and may be as necessary as that of the whites to make up the completeness of human development. God has made no mistake in creating the black race. Their peculiar traits were stamped upon them by the same love and same wisdom which made the white man what he is, and in the perfecting of human nature the African civilization may yet play as important a part as that of any other. The more I study the characteristics of the colored race the more anxious I am that they should have an independent culture and growth of their own. I do not think that the world can afford to have their individuality merged in that of any other race, or even by too close contact to have it essentially modified. I am radical enough to believe that the world needs a distinctive negro civilization and an African type of christianity.

A race that amid all the ignorance and degradation of slave life, amid all bodily sufferings and the more terrible agony of the heart, could still maintain its hold on God may yet teach us something of the true nature of faith in Christ. A people that for two hundred years of darkness and hopelessness still lifted the fettered hand and trusting heart to Jesus may yet leave us something of the prayer of faith. A race that slavery could not crush out in two centuries has certainly a robust vitality that is worthy of cultivation on its own stock. A race with such an emotional nature has also the capacity for strong spiritual influences, for poetry, oratory, and art. A people that on many a bloody field has proved its heroic manhood can stand upon its own foundation with simply that cherishing support from the whites that christian love requires.

. . . . My first advice then to the black men would be, be not ashamed of your race or color. Dare to be a black man, and accept the position that God has assigned you, and do not believe that it is an inferior or degrading one. Be a black man. It is as honorable to be a black man as it is a white one. Aim to make yourself not a white man, but a perfect black man. Have faith in your race, in its capability and in its future. Give your presence, your influence, your support to your own race and color. We can afford to have you with us, but you cannot afford to come. There is a better thing in store for you. Link your fortunes and your hopes of advancement to your people, and expect and strive to rise with them and by them. Refuse, like Moses, to be called the son of Pharaoh's daughter, and give yourselves to the welfare of your own people and race. If I wished to hold the black people in a state of perpetual subordination; to place them in a second stage of slavery more galling in the end than the first was, I would try to bring out from among them the ambitious, the educated, the enterprising, such as are most inclined even now to come and place them in little, powerless, subordinate minorities in the schools, colleges, and churches of the whites, where their power would be lost, and their manhood sapped by the influences around them. And if all the organizations of the blacks were merged in our own, it would consign them to helpless inferiority of position.

. . . . The black race, if true to themselves, have before them, an honorable future. By cultivating the true life of their own race, and bringing out the peculiar power with which God had endowed them, they may produce here a civilization of their own which will be an honor to humanity.

They may give us orators, poets, musicians, artists, preachers, nay, men and women in every walk of life that will be equal to the foremost. They may impart something of tropical magnificence to our civilization as the Moor and Saracens did to Spain and the East. They may give a deeper, richer, more fervent tone to American piety—and then when prepared, they may carry back to their native Africa a type of christianity better fitted to the millions there, than even our own, and then an African civilization on the grand theatre of a continent shall perform its work in the general elevation of men.

. . . . On all sides the elements of a true and noble African civilization already appear. Churches, schools, colleges, newspapers and other periodicals, benevolent, religious and political associations are formed, and everywhere they are rapidly shaping a complete social educational and religious structure of society. In these, the black man works free and untrammelled, chilled by no coldness, wounded by no prejudice, and is growing up without hindrance or repression into a fully developed and independent man. The law of Christ demands of us that we should give them all possible countenance and support in these praiseworthy efforts, and in the end this African race will add new honor and strength to American civilization, and present perhaps a new type of christianity to the world.³

³H. U. M. D., p. 82; *Dictionary of American Biography*, 1937, II, p. 536; Wm. W. Patton, *The History of Howard University*, Washington, D. C., 1867-1888, printed by the Industrial Department of Howard University, 1896, pp. 25-30; *Cincinnati Enquirer*, April 28, 1883; *A Duty which the Colored People Owe to Themselves, A Sermon*, November 17, 1867.

BYRON SUNDERLAND

Byron Sunderland, the second president of the University, presided from August 27, 1867, to April 5, 1869, and was referred to by his contemporaries as "temporary President," or "Acting President," or "President." On April 24, 1867, he had been made a Trustee of the University.

Born on November 22, 1819, at Shoreham, Vermont, he was the son of Asa and Olive (Walcott) Sunderland, both of English descent. Both grandfathers served in the Revolutionary Army. In 1838 Middlebury College, Vermont, conferred upon him a Bachelor's degree and in 1855 the degree of Doctor of Divinity. After teaching for some time he attended Union Theological Seminary in New York City until 1843. During that year he became pastor of the Presbyterian Church of Batavia, New York. In 1851 he moved to the Park Presbyterian Church, Syracuse, New York, where he remained until 1853 when he came to the First Presbyterian Church in Washington, D. C. He served this Church with one brief intermission as pastor to 1898. Upon retirement he was made Pastor Emeritus for life. He died on June 30, 1901, at Catskill, New York, and was buried there.

During his long pastorate of 45 years in the National Capital, he was active in other fields of endeavor. From 1861 to 1864 he was the Chaplain of the United States Senate and again from 1873 to 1879. In 1864, because of impaired health, he left the pulpit and went abroad in charge of the American Chapel in Paris, France, to which he had been appointed for four years by the Board of Directors of the American and Foreign Christian Union, New York City. His health returning rapidly, he remained abroad one year only. In December, 1865, he resumed his pastorate.

At one time or another, he was the Moderator of the Synod of Pennsylvania (1867); a member of the Committee of the American Colonization Society; President of the Board of Visitors of the Government Hospital for the Insane of Washington, D. C., and a member of Psi Upsilon and of the Columbia Historical Society of Washington. Among his many publications is a plea for Liberia published in 1886.

While, in the beginning, Sunderland was in hearty accord with the race policy of the Trustees of Howard University, he

did object more and more to the activity of some of the Trustees in industrial affairs such as the Building Block Company. Finally he resigned. Upon the reception of his resignation the Trustees voted:

That it is with regret we have received the resignation of the Reverend B. Sunderland as President of Howard University and as a member of the Board of Trustees; and while we accept the same, yet we remembering our cordial relations, desire to say to him that it would have given us much pleasure if he could have remained with us in a cordial support of the Institution, that he with the rest of the Board might yet rejoice in its complete success.

Probably Sunderland did rejoice in the success of the University, nevertheless, he had a change of mind sometime after 1868 in respect to race segregation. In 1886, referring to the accomplishment of the American Colonization Society, he said:

. . . in the last twenty-five years, the logic of events has justified the wisdom of our work and vindicated for all times the name and character of this now venerable organization.*

AMZI LORENZO BARBER

Amzi Lorenzo Barber, the acting-president of Howard University during the Summer of 1872, was the son of a Congregational clergyman who was among those students who left Lane Theological Seminary, Cincinnati, Ohio, because the faculty of that school prohibited the discussion of slavery. Amzi was born on June 22, 1843, at Saxton's River, Vermont. In 1867 Oberlin conferred upon him the degree of bachelor of arts and in 1870 the degree of master of arts. In 1877 Columbian University, Washington, D. C., conferred upon him the degree of bachelor of laws.

He came to Howard University in 1868 as principal of the Normal Department. While at the University he served in many capacities. At one time or another he was a professor in the College Department, and acting president of the University. In 1871 he married the daughter of a successful real estate broker, LeDroit Langdon. This was his second wife. Although an excellent teacher, ". . . a teacher of the very highest

*H. U. M. D., p. 82; *The National Encyclopedia of American Biography*, 1935, 10, p. 71; Wm. W. Patton, *op. cit.*; Byron Sunderland, *Liberia's Next Friend*, Washington, D. C., Sunday, January 17, 1886; Byron Sunderland, *Annual Report of Howard University*, October 12, 1868.

order not only of good culture and taste, but of calm and temperate ideas and sterling common sense," his mind turned from education to business.

In 1872 he took a leave of absence from the University to make a study of the real estate business in the District of Columbia. He never returned, resigning in 1873. That year he and his brother-in-law purchased from the University a large tract of land which they developed into what is now LeDroit Park. For this tract of land they paid \$115,000 in the form of a 10-year promissory note at 7% with no cash payment. So profitable was this venture that Barber and his associates entered the asphalt business also. They organized the Barber Asphalt Pavement Company which was incorporated in 1883, and in 1887 took a lease on an asphalt lake on the Island of Trinidad in the West Indies. This latter concession was obtained from the British Government and was to run for 42 years. Eleven years later the Trinidad Asphalt Company was incorporated. Barber was president of both organizations, the Barber Asphalt Pavement Company and of the Trinidad Asphalt Company. The two companies represented an aggregate capital of \$4,000,000.

This lake of pitch is a remarkable phenomenon. It was discovered by Columbus on his third voyage to America. It consists of upward of 100 acres of pitch or asphalt, which is hard at the outer edge, and grows softer as one approaches the center.

With asphalt from this lake Barber, either individually or as president of the Barber Asphalt Paving Company, laid prior to 1892 upward of 6,000,000 square yards of Trinidad asphalt pavement in thirty cities of the United States—Washington, D. C., among them, aggregating over \$20,000,000. The company finally went bankrupt, but Barber personally was estimated by his contemporaries as a millionaire. He owned a handsome residence in Washington, D. C., and in 1888 purchased for a summer home the old homestead on Staten Island that formerly belonged to Sir Edward Cunard.

Barber was a trustee of Oberlin College, a director of the Washington Loan and Trust Company, and other corporations, a fellow of the American Society of Civil Engineers, a member of the Ohio Society of Engineers, a member of the Manhattan

Athletic Club, New York Yacht Club, the Corinthian Yacht Club, and of the New York Geographical Society.

He died in 1907 in Brooklyn, New York, but was buried in Washington, D. C.⁵

JOHN MERCER LANGSTON

On December 1, 1873 the Board of Trustees of Howard University refused to accept the resignation of Howard but instead granted him an indefinite leave of absence. At the same time they elected John Mercer Langston vice-president and acting-president of the University. He served until December 25, 1874. On that date Howard's resignation was accepted. On that date also Langston tendered his resignation as vice-president and acting-president but was persuaded to withdraw it and continue to the end of the academic year. He resigned on June 30, 1875.

Upon the retirement of Oliver Otis Howard, Langston was supported for the presidency of Howard University by the colored people in general and by the students of the law school in particular. The students said:

because of his eminent qualifications as a scholar; because of his ability as an executive officer; because of the interests which he has constantly manifested in public education and especially in the education of the race with which he is identified; and because of the personal and beneficial influence which, more than any other person known to us, he is able to exert in the interest of the University . . . We hope that the fact of Professor Langston's color will not operate as an invidious bar to the recognition of qualification and services which, in one of skin of fairer hue, would receive unqualified admiration and commendation . . .⁶

He was not elected. Whereupon he left the University and entered at once into the political life of Virginia.

Fourteen years later, on November 6, 1888, he was elected United States Representative from the Fourth Congressional District of that state. Petersburg was the principal urban center of that section, known as the "Black Belt of Virginia." The

⁵*H. U. M. D.*, p. 86; *Dictionary of American Biography*, L, p. 586; *The Morning Post*, Washington, D. C., Monday, April 19, 1909; *National Cyclopedia of American Biography*, 1893, III, p. 183; *America's Successful Men*, 1895; *The Evening Star*, Washington, D. C., April 1, 1940, "\$544,-452 Net Shown by Barber Asphalt."

⁶A petition to the Board, December 31, 1874.

population of this district was in 1880, 166,965—60,342 whites and 106,623 blacks. He served during the Fifty-first Congress, being the only Negro before or since to represent the Old Dominion in the national legislature.

Born on December 14, 1829, he was graduated by Oberlin College in 1849; was granted the master of arts degree by Oberlin in 1852; and was graduated from the Oberlin Theological Department in 1853. In 1852 he was admitted to practice law before the Ohio bar. From 1868 to 1875 he was at Howard University. He was a member of the Board of Health of Washington, D. C., from 1871 to 1877; the United States Minister to Haiti from 1877 to 1885; the president of Virginia Normal and Collegiate Institute from 1885 to 1887; a Representative in Congress from Virginia from 1888 to 1894. On November 15, 1897, he died in Washington, D. C. His remains were placed temporarily in the vault in Harmony Cemetery; later, they were removed to Woodlawn Cemetery.⁷

GEORGE WHIPPLE

George Whipple, the fourth president, was elected on June 16, 1875. He did not accept the office because of the strong opposition at that time to the influence of the American Missionary Association in University affairs. Whipple was a secretary of the Association. Then too, the colored people preferred a Negro as president of the University. At Oneida College, New York, where he graduated Whipple came under the influence of Charles G. Finney and Theodore Dwight Weld. Later, Weld and a group of students, including Whipple, founded Lane Seminary, Cincinnati, Ohio. There they planned to develop their theory of Social Christianity. In this scheme the Negro was to be included as a person capable of unlimited development. These students established missions and schools among the free Negroes of that city and were so militant in their abolition movement that they were expelled from Lane Seminary about 1833. President Finney of Oberlin College welcomed them. After graduating there from the Theological

⁷*H. U. M. D.*, p. 87; *New York Daily Tribune*, Tuesday, November 16, 1897; *The Evening Star*, Washington, D. C., Tuesday, November 16, 1897; John Mercer Langston, *From the Virginia Plantations to the National Capitol*, 1894.

Seminary, Whipple was made a professor of Mathematics and of Natural Philosophy. Two years as a professor at Oberlin convinced him that there was a larger field of usefulness in the office of secretary of the American Missionary Association. When elected to the presidency of Howard University he had about spent his life in that work. He died the next year, on October 6, 1876, at Saratoga, New York.⁸

EDWARD PARMELEE SMITH

Edward Parmelee Smith was the fifth president of the University, serving from December 16, 1875, to June 15, 1876. He was born in South Britain, Connecticut, on June 3, 1827. In 1849 he graduated at Yale University and in 1855 at Andover Theological Seminary. The next year he was the pastor of the Congregational Church, Pepperell, Massachusetts. At one time he was the superintendent of the Western Department of the Christian Commission and at the same time field agent of the American Missionary Association. In 1873 he was appointed United States Commissioner of Indian Affairs. He died of malarial fever on June 15, 1876, on shipboard at Accra, on the west coast of Africa, while on an "errand" for the American Missionary Association. He was buried there. Probably he never served as the president of Howard University.⁹

FREDERIC WYATT FAIRFIELD

Frederic Wyatt Fairfield served as president of the University on three occasions: from September 1, 1875, to December 16, 1875; from January 20, 1876, to June 30, 1877; and from January 1, 1906, to August 31, 1906. While serving as the presiding officer of the University he was either professor or dean or both of the College. Born at Oberlin, Ohio, December 29, 1846, he graduated from Oberlin College in 1868 and from the Oberlin Theological Seminary in 1871. In 1891 Tabor College, Iowa, conferred upon him the degree of doctor of divinity.

In 1871 he was ordained a minister of the Congregational

⁸*H. U. M. D.*, p. 83.

⁹*H. U. M. D.*, p. 84; *The American Missionary*, September, 1876; Augusta Field Beard, "Hon. Edward Parmelee Smith,"—*A Crusade of Brotherhood*; J. E. Rankin, "Presidents of Howard University," *Historical Papers*, March 2, 1892, Washington, D. C. Howard University Press, 1895.

Church and for three years was the pastor of the Home Missionary Church in Wisconsin. From 1874 to 1882 he was professor of Greek at Howard University; from 1882 to 1891 he was professor of Greek at Tabor College, Iowa. In 1891 he was reappointed to the chair of Greek at Howard University and from 1893 to his retirement in 1907 was also the dean of the College. He died on November 6, 1914, in Los Angeles, California. His ashes were interred in Rock Creek Cemetery, Washington, D. C.¹⁰

WILLIAM WESTON PATTON

William Weston Patton was the sixth president of the University, serving from April 25, 1877, to December 31, 1889. He was the first president to devote his undivided attention to the University. Born on October 19, 1821, in New York City, he was the son of the Reverend William Patton, D.D., and Mary (Weston) Patton. He prepared for college in a boarding school at Princeton, New Jersey, and in a private academy at Torrington, Connecticut. In 1839 he graduated at the University of the City of New York and in 1842 at the Union Theological Seminary. His father, who was a Presbyterian minister, had been one of the founders of that Seminary. From his graduation until he came to Howard University he was an active pastor except for a few years. From 1843 to 1857 he was in New England: at Phillips Congregational Church, South Boston, Massachusetts, to 1846, and after 1846 at the Fourth Congregational Church of Hartford, Connecticut.

From 1857 to 1867 he was the pastor of the First Congregational Church, Chicago, Illinois. During this same period he was at one time the vice-president of the United States Sanitary Commission of the Northwest. At another time, during this period, he wrote a memorial which was sent to President Lincoln, urging a proclamation for the emancipation of the slaves, and later headed a committee which took the memorial to Lincoln. The following day the preliminary proclamation was issued. During the last two years of this period, that is from 1865 to 1867, he was on leave of absence from his church traveling abroad.

Returning to America, he was, from 1867 to 1877, the editor

¹⁰*H. U. M. D.*, pp. 87-88.

of the *Advance*—a Congregational publication of Chicago, Illinois; a secretary in the West of the American Missionary Association; and a lecturer at Oberlin and at the Chicago Theological Seminary. He had been largely responsible for the founding of the Chicago Theological Seminary, while a pastor in Chicago.

He came to Howard University in 1877. In 1880 his second wife died. In time his children grew up, married and left home. Made lonely by these changes in his home life and feeling that he should turn the University over to a younger man, Dr. Patton resigned in 1889 to take effect on December 31, of that year. On that day he died in Westfield, New Jersey. He was buried in Hartford, Connecticut.

William Weston Patton was a man, said Dr. Rankin, "of clear logical mind, great industry and force and excellent business capacity." To the faculty of Howard University,

he was a man of exalted excellency of personal character, of broad and liberal mind, of high and varied culture, of clear and serious judgement, of great considerateness and sympathy, and of singular aptness for the important work he was called to do.¹¹

During his twelve years at the University, the colleges and universities for Negroes in the United States were severely criticized for emphasizing Latin and Greek to the exclusion of the industrial arts in their courses of study. To allay this criticism, President Patton on May 30, 1880, devoted his baccalaureate sermon to an exposition of the position of the University on the question of educating the Negro. Speaking apparently to the graduating class, but in fact, to the whole people of the United States, he said, among other things, in a long eloquent sermon: that the friends of the Negro must be converted to the doctrine of no distinction of color, that they must cease to be prejudiced against white laborers and give work to those who will do it properly, that the truest kindness to the colored man was to make him feel that he must rely on his merits and not on somebody's compassion, that he must do his work well if he wants men to give him work to do.

It is not sufficient, he added, for the Negro to claim that he is as efficient as the "sand-hillers," "the clay-eaters," "the

¹¹*Resolution of the Faculty of College upon the death of Patton.*

white-trash," or "crackers." They, too, Patton reminded them, were the victims of slavery though indirectly . . . " But rather, he said, strive "to equal the best laborers in the land—the Irish, the Germans, the Scandinavians, the native Yankees." He continued:

You must add to digging and hoeing, white-washing and boot-blackening, waiting and peddling, the higher employments. Learn the regular mechanical trades and become skillful carpenters, blacksmith, stonecutters, masons, bricklayers, plasterers, painters, bookbinders, tailors, cabinet-makers, shipbuilders, gardeners, and machinists; and enter upon trade and commerce and be salesmen, book-keepers, manufacturers, retail and wholesale merchants, seamen, and navigators . . . I know that a wicked and cruel prejudice limits the opportunity of the colored youth to learn the various trades, and of skilled colored journeymen to obtain employment; but this obstacle will gradually give way, and special means of mechanical training ought to be provided by the benevolent for colored boys and girls. It is my earnest purpose to induce the friends of Howard University to add to it such a department, at an early day, as a very important means of elevating the colored race.

And colored men should be careful to put forward, as their representatives and candidates for positions of honor, only those who give evidence of marked ability and thorough scholarship. It is of small avail, for example, to secure admission by political influence for a colored cadet in West Point or Annapolis, if he is to fail in his examination, or if he is to go through at the bottom of his class. Prejudice will never die out in such circumstances. But the moment a young colored man shall be found in the upper divisions of his class, in either of those national institutions, he will compel respect from professors and fellow-students. It is a mistaken policy, to be relying on compassionate favors because one is colored, hoping, and perhaps, even claiming to be allowed to do or to receive, what no white man in the circumstances would expect to do or receive. Instead of being an assertion of manhood, that is a perpetuation of pauperism.

Speaking of the religion of the Negro, he said (quoting Frederick Douglass) the colored people appeared at their worst in their religious exercises and especially at a camp meeting, where they addressed God in a manner of noise and rudeness in which they would never think of approaching President Hayes. This should not be.¹²

¹²H. U. M. D., pp. 84-85; Wm. P. Patton, *op. cit.*; Wm. W. Patton, *Honour Thy Father*, Westfield, New York, April 13, 1890; *The Dictionary of American Biography*, 1928, I; 1929, II; 1935, XV; *The New York University Weekly Alumnus*, 1929; Wm. W. Patton, *The Gilgal of the Colored Race, A Baccalaureate Discourse*, May 30, 1880, the National Republican Printing House, Washington, D. C., 1880.

JEREMIAH EAMES RANKIN

Jeremiah Eames Rankin, the seventh president of the University, served from January 1, 1890, to February 24, 1903. He was the son of the Reverend Andrew and Lois Eames Rankin, born on January 2, 1828, in Thornton, New Hampshire. At Berwick Academy, South Berwick, Maine, and later at Academies at Concord, New Hampshire and at Chester, Vermont, he fitted for college. In 1848, Middlebury College, Middlebury, Vermont, conferred upon him the bachelor of arts degree and three years later the master of arts degree. In 1854 he graduated from the Andover Theological Seminary. His first charge was a Presbyterian Church at Potsdam, New York. After two years he left the Presbyterian Church and continued thereafter as a Congregational preacher. This was in 1856. From that date to 1869 he was located at Lowell and Charlestown, Massachusetts. After a pastorate of five years at Winthrop Church, Charlestown, Massachusetts, he was called in 1869 to the First Congregational Church, Washington, D. C., where he remained for fifteen years. That year, 1869 his alma mater conferred upon him the degree of doctor of divinity and in 1889 a doctor of laws. From Washington, D. C., he went to the pastorate of the Congregational Church at Orange Valley, New Jersey, where he was when called to the presidency of Howard University. He died on November 28, 1904, in Cleveland, Ohio.

Before leaving the University, President Patton urged the Trustees to appoint a young man as his successor. But, because of Rankin's courageous stand for equal rights for the Negro, especially while pastor of the First Church of Washington, D. C., during which time he encouraged Negroes to join the congregation, and because of his ability as a writer and preacher, Rankin was unanimously elected. So pleased were the Trustees with his acceptance of the presidency that they voted his request for a larger salary than that which Patton had received, also his request for a modernly appointed house in which to live, and in addition, met him with Sousa's famous band.

It is interesting to note that about 1882 the beautiful hymn,

"God be with you 'till we meet again," was written by Jeremiah Eames Rankin.¹³

TEUNIS S. HAMLIN AND JOHN GORDON

On February 24, 1903, Rankin resigned and on the same day Teunis S. Hamlin was appointed acting president of the University. Hamlin served in that capacity for about eight months—from February 24 to September 15, 1903. These were probably the most active eight months in the history of the University. When Rankin resigned, there were at the University two elementary schools, three secondary schools, two colleges, and a music department. By June all elementary work has been placed under the jurisdiction of the Teachers College as a practice school; all secondary work had been transferred to the Preparatory Department. The commercial work which was secondary, was elevated to collegiate grade and the industrial work, also secondary, was placed under the jurisdiction of the Commercial College. The English and Commercial Department which was partly elementary and partly secondary was divided: the English subjects were transferred to the Preparatory Department, the commercial subjects to the Commercial College. Finally all collegiate work was placed in the College of Arts and Sciences, and the Teachers College was reduced to a two-year normal department.

The finances of the University were also centralized. Prior to 1903 any officer of the University could receive money for the University and spend it as he saw fit for the University. Thereafter, all money received by anyone for the University was to be turned over to the treasurer of the University.

An effort was also made by Hamlin to persuade the Federal Government to appropriate \$200,000 for the erection of a building for a library and assembly hall.

Teunis S. Hamlin was a Presbyterian preacher of Washington, D. C. Born in Glenville, New York, on May 31, 1847, he graduated from Union College, New York in 1867 and later received the degree of doctor of divinity from his alma mater.

¹³H. U. M. D., pp. 85-86; *Dictionary of American Biography*, XV, p. 374; *The Cleveland Plain Dealer*, Tuesday, November 29, 1904; *In Memoriam*, Rev. Jeremiah Eames Rankin, D.D., LL.D., Providence, 1905; *M of B*, November 15, 1889, p. 333.

He died on April 17, 1907, in New York City. He was buried in Washington, D. C.

The Trustees of Howard University were so impressed with the executive ability of Dr. Hamlin that they offered him the presidency of the University.¹⁴ He declined and recommended Dr. John Gordon, his brother-in-law for the position. Gordon was elected.

John Gordon was the eighth president, serving officially from May 26, 1903, to June 30, 1906. He assumed the duties of the office, however, on September 15, 1903, and resigned on December 27, 1905. President Gordon failed to comprehend the duties of the office and to respect the traditions of the founders. He was born in Pittsburgh Pennsylvania, on March 10, 1850. He graduated from Western University, Pennsylvania, in 1866; later in 1888 Western University conferred upon him the degree of doctor of divinity. In 1901 he received a master of arts from Yale University. He died in Brooklyn, New York, on February 9, 1923, but was buried in Pittsburgh, Pennsylvania.¹⁵

WILBUR PATTERSON THIRKIELD

Wilbur Patterson Thirkield, the ninth president of the University, presided from September 6, 1906, to 1912. He was born in Franklin, Ohio, September 25, 1854. In 1876, Ohio Wesleyan University conferred upon him the bachelor of arts degree and in 1879 the degree of master of arts. Two years later Boston University conferred an S.T.B. and seven years later during 1889 his alma mater and Emory University each conferred upon him a doctor of divinity. In 1906 his alma mater conferred a doctor of laws. He began preaching immediately upon graduating from Ohio Wesleyan University. After five years as an active pastor, he became the president of Gammon Theological Seminary and served from 1883 to 1900. Beginning on November 28, 1899, he was for a time the gen-

¹⁴*Tribute to the Life and Character of Rev. Teunis Slingerland Hamlin, D.D., Pastor of the Church of the Covenant*, Washington, D. C., printed by the Congregation, 1907; *The New York Daily Tribune*, Friday, April 19, 1907.

¹⁵*The New York Times*, Saturday, February 10, 1923, p. 13; *Alumni Directory of Yale University*, New Haven, 1920; *Yale University Obituary Record for the year ending July 1, 1923*.

eral secretary of the Epworth League and a general secretary of the Freedmen's Aid and Southern Society, both of the Methodist Episcopal Church. He came to Howard University in 1906. Upon retiring from the presidency of the University in 1912, he assumed the duties of a bishop of the Methodist Episcopal Church.

The aim of Thirkield was to develop Howard University to serve the urban Negro as Tuskegee was developed to serve the rural class. To that end he labored to build up the library and the sciences. It was during his administration that Carnegie donated to the University a library and the Federal Government was persuaded to erect two buildings for the promotion of the sciences—one for the pure and the other for the applied sciences.

By 1911 President Thirkield had begun to despair of any substantial financial support from private philanthropy. To him it was "becoming increasingly evident that the institution must depend for the years to come almost entirely on government support and current receipts from tuition in the several departments."¹⁶

It was because of this belief that President Thirkield kept the University upon the minds of the officers of the Federal Government. President Taft was impressed. He said:

This institution here is the partial repayment of a debt—only partial—to a race to which the Government and the people of the United States are eternally indebted. We are free from any embarrassment with respect to carrying out the obligation, and it is fitting that the Government of the United States should assume the obligation of the establishment and maintenance of a first-class university for the education of colored men. * * *

Everything that I can do as an Executive in the way of helping along this university I expect to do. I expect to do it because I believe it is a debt of the people of the United States, it is an obligation of the Government of the United States, and it is money constitutionally applied to that which shall work out in the end the solution of one of the great problems that God has put upon the people of the United States.¹⁷

But President Thirkield did not neglect private philanthropy. The Carnegie Foundation for the Advancement of Teaching, at his insistence, made a survey of the School of Medicine of the University. One statement in that report

¹⁶*Report of President Thirkield, July 15, 1911, p. 1.*

¹⁷*Ibid.*, July 15, 1910, p. 6.

made by Abraham Flexner in 1910 was epoch-making in the history of the University. Flexner said:

Of the medical schools in Washington, Howard University has a distinct mission—that of training the negro physician—and an assured future. The Government has to some extent been the patron of the institution, and has done its medical department an incalculably great service by the erection of the Freedmen's Hospital. Sound policy—educational as well as philanthropic—recommends that this hospital be made a more intimate part of Howard University so that its students may profit to the utmost by its clinical opportunities. Its usefulness as a hospital in its immediate vicinity will thereby be increased, and its service to the colored race at large will be augmented to the extent that it is used to educate their future physicians.

The health of both races is involved in the thorough training of these physicians who are to mold the physical life of 10,000,000 of their people.¹⁸

Although not the President of Howard University at the time, Bishop Thirkield lived to see some of the fruits of this report in the reorganization of the School of Medicine. He died in New York City on November 9, 1936, and was interred at Franklin, Ohio, his birthplace. Of him, it was written:

The crusading spirit of the Abolitionists and the Communists ruled the life of Wilbur Patterson Thirkield, white, Methodist Bishop, who died last week.

It sent him South to work among colored people, to build Gammon Theological Seminary, to transfer to Howard University where he inaugurated a building program sponsored by the government and philanthropy, and finally into the Bishopric of his church where he continued to champion the cause of the humble people.

Bishop Thirkield unofficially fathered the Methodist General Conference resolution which restrains the conference from meeting in any southern city where the delegates would be jim-crowed. Officially he sponsored the interracial committee of the Federal Council of Churches.

In his last years that crusading flame dimmed. He was affected by doubts and uncertainties. He apologized for himself but he approved the plan to merge Methodist denominations and place the colored churches in a jim crow area.

His spirit was willing but his flesh grew weak.¹⁹

STEPHEN MORRELL NEWMAN

Stephen Morrell Newman, the tenth president of the University, presided from 1912 to 1918. He was born at West Falmouth, Maine, in 1845. After graduating from Bowdoin

¹⁸*Ibid.*, p. 11.

¹⁹*The Afro-American*, Baltimore, November 14, 1936, p. 11; "Kelly Miller," *The Washington Tribune*, Friday, November 27, 1936; *The Evening Star*, Washington, D. C., Monday, November 9, 1936.

College with the degree of bachelor of arts in 1867, he received his master's degree from the same institution in 1870. The next year he studied theology at the Andover Seminary. Seventeen years later Bowdoin College conferred the honorary degree of doctor of divinity on him in recognition of his services at the Trinitarian Congregational Church of Taunton, Massachusetts. Following his pastorate at Taunton, he was called to the First Congregational Church of Ripon, Wisconsin, where he remained seven years.

In 1885 he was appointed pastor of the First Congregational Church of Washington, D. C., and for twenty-one years was the pastor there, resigning on account of failing health in 1906. Dr. Newman traveled abroad for a year, and upon his return was elected to the presidency of Eastern College, at Front Royal, Virginia. He resigned this position in 1908, and the next year was chosen the president of the Kee Mar College for Women, at Ripon, Wisconsin, where he formerly had charge of the Congregational Church. He was a member of the Washington branch of the American Institute of Archaeology, a member of the Ornithologists' Union and president of the Colonial Society of America. He died in Washington, D. C., on November 21, 1904—the anniversary of the day of his birth. He was buried in Washington, D. C.

Newman was essentially a poet. Probably he was more successful as a poet while at the University than as an administrator. On Christmas Day, 1915, three sonnets appeared—"Morning," "Noon," "Evening," and were called collectively "My Pilgrimage."

MY PILGRIMAGE

MORNING

I wonder where my path will lead today
And where tonight I am to find my rest.
It matters not where I may be a guest;
I shall be soon afoot; I must not stay.
I cannot see the winding of the way
From morn till eve; but I do know my quest;
The dawn has sprung to life within my breast,
And bade my waiting heart make no delay.

How wide the world when I shall pass the gates
 To seek for Truth! How moving the desire
 To pass by quickly things of little worth!
 With staff in hand, I am to climb where waits
 On far-off sunset hills, the altar fire
 Of purity and love. Let me go forth.

NOON

I sit here for a moment in the shade,
 And watch the winds blow over the fields of wheat,
 In whose long billows earth and heaven meet,
 Amid this boundless life a little maid,
 Not knowing all she does, comes unafraid
 From a low cottage door across the street,
 And brings a cup of water cool and sweet
 In this clear draught all distant glories fade.

Like sunshine through cathedral windows thrown
 Upon a chapel where folk kneel to pray,
 The light of this child-face falls on the cup,
 And makes a sacrament which heaven doth own.
 What need to seek a temple far away,
 When one at such a shrine as this can sup?

EVENING

I saw this afternoon a bruised man lie
 In pain and poverty; and most men went
 By quickly, on their errands so intent
 They did not see their brother left to die.
 Ere I could reach his side, a passer-by,
 In whose rare face were strange emotions blent,
 Leaned over him, and somehow great content
 Fell on me, like the dew from the night sky.

The spaces round me widened to the verge
 Of life and death and universal lands;
 I caught a glimpse of the unfailing plan
 That he whose feet great aspirations urge
 Shall find the place where God's high altar stands,
 Not on far hills, but in the heart of man.

The next Christmas "The Wanderer" appeared. This sonnet was based upon the following passages of scripture:

"And she wrapped him in swaddling clothes and laid him in a manger; because there was no room for them in the inn."

"The foxes have holes, and the birds of the air have nests; but the Son of man hath not where to lay his head."

"For where two or three are gathered together in my name, there am I in the midst of them."

"Behold, I stand at the door and knock."

THE WANDERER

O Child of Mary, from before Thy Birth
Thy wandering began, and all the way
From Bethlehem to Calvary, Thy stay
Was like a wind which blows upon the earth
And then dies into space, as if a dearth
Of groping, eager souls had left no play
For Thy great heart of love to gain its sway
And breathe anew in man a heavenly worth.

But at the manger-side where Thou didst lie
The wondering shepherds knelt, and opened wide
Their hearts that Thou might'st enter and abide;
And stars shone down with joy from the night sky—
Though age-long journeys give Thee no release,
At every open heart Thy wanderings cease.²⁰

JAMES STANLEY DURKEE

James Stanley Durkee, the eleventh president of the University, served from 1918 to 1926. He was born in Carleton, Nova Scotia, Canada, on November 21, 1866. In 1897 Bates College, Maine, conferred a bachelor of arts degree upon him. The next year he was ordained to preach and served the Free Baptists until 1909 when he was called to the South Congregational Church of Boston. In 1905 Bates College conferred a master of arts degree upon him and the next year Boston University granted him a degree of doctor of philosophy. He was also a graduate of Curry's school of expression, Boston, Massachusetts. At present, 1940, he is the pastor of the famous Beecher Church of Brooklyn, New York.

Among his publications are the following: *God Translated*, 1915; *In the Footsteps of a Friend*, 1916; *In the Meadows of Memory*, 1920; *Friendly Chats of the Friendly Hours*, 1930;

²⁰*The Evening Star*, Washington, D. C., June 29, 1912, p. 4; *The Evening Star*, Washington, D. C., Friday, November 21, 1924, p. 14; *The Morning Post*, Washington, D. C., June 29, 1912, p. 14; *Howard University Manuscript Records*, 1915-1916.

The Pull of the Invisible, 1931; *Winds Off Shore* (poems), 1933.

Durkee devoted his energy while president of the University centralizing the authority of the University in the president's office. To that end a University registrar was appointed; the office of the secretary and the office of treasurer were united and the new officer, called secretary-treasurer, was elevated to a university official in control of the finances of the professional schools as well as of the academic departments; the authority of the dean of men and of the dean of women was broadened; an alumni secretary was appointed; the university council was organized, composed of representatives from all the departments of the University both professional and academic. All of these administrative officers and council were directly responsible to the president. Before Durkee's administration the professional schools were practically autonomous.

This concentration of authority interfered with many "vested" interests. Those in opposition to him were greatly strengthened during 1924 by his acceptance of the presidency of the Curry School of Expression, Boston, Massachusetts, to which Negroes as students were not welcomed. The opposition finally forced Durkee's resignation in 1926. To a friend he wrote:

.... I did give everything I possessed of time and talent and consecration and prayer and effort to Howard University. I might say, in the words of Theodore Roosevelt "I did the things that had to be done, which no one else would do." I knew great oppositions would develop, I knew that those who could not see would fight. I did hope that I might be spared to put Howard University into the class of one of the greatest of American Universities. Our colored people would not permit that, so I turned away to a greater task—which is the task here at old Plymouth Church.²¹

Several projects which were later completed were started during Durkee's administration; the new gymnasium and stadium; the new medical school building, the medical school endowment fund and the movement in Congress to legalize the appropriation for Howard University. He also revived and emphasized the custom of granting sabbatical leaves with pay.

In respect to the endowment of the School of Medicine, he said:

²¹J. Stanley Durkee to B. F. Seldon, University De Toulouse, France, June 20, 1927.

The American Colonization Society of Washington, D. C., gave \$10,000 toward the endowment of a chair to be called "The Liberian Chair of Tropical Medicine and Parasitology." What a future expansion that prophesies! Does it not tell of the time when there shall be branches of Howard University in Liberia, the Gold Coast, Nigeria, and farther to the South in that great Continent, with many members of our staff spending a year or more in those schools? Howard University has the obligation of a light-bringer to great sections of Africa, as well as America. How better could the cultured of the race gain a vision of the mission of the race! I see the vision. Some day it will be realized.²²

JOHN A. GREGG

John A. Gregg, the twelfth president of the University, was elected in June, 1926. Feeling that his work as bishop in the African Methodist Episcopal Church in South Africa was not finished he did not accept the honor. He was the first Negro to be elected to the presidency of the University. Born in Eureka, Kansas, on February 18, 1877, he entered the Kansas State University in 1897, but left school to serve in the Spanish American War as a volunteer. After the war he returned to Kansas University and received the bachelor of arts degree in 1902. In 1899 he had been licensed to preach and 25 years later was elected to the bishopric. From 1902 to 1903 he taught school at Arkloosa, Kansas; from 1903 to 1906 he and Mrs. Gregg were missionaries in South Africa; from 1913 to 1920 he was president of Edward Waters College, Jacksonville, Florida, and from 1920 to 1924 was the president of Wilberforce University, Xenia, Ohio.²³

MORDECAI WYATT JOHNSON

Mordecai Wyatt Johnson, the thirteenth president of Howard University, was elected on June 30, 1926, and is the present incumbent of the office. He was born on January 12, 1890, in Paris, Henry County, Tennessee, the son of the Reverend Wyatt Johnson and Carolyn Freeman Johnson. With a grammar school education, he entered Roger Williams University in 1903, where he remained until the University was destroyed

²²Ione A. Howard (Secretary to the President), "Dr. J. Stanley Durkee—A Sketch," *The Howard University Record*, November, 1918, XII, No. 6, pp. 9-13; *Annual Report of President J. Stanley Durkee to the Trustees*, 1922-23, June 5, 1923, pp. 5-6.

²³*The Morning Post*, Washington, D. C., June 9, 1926, pp. 1-5.

by fire in 1905. He finished the term at Howe Institute. That fall he entered Morehouse College, Atlanta, Georgia, from which he graduated in 1911 with the degree of bachelor of arts. The following two years he was employed as a professor of economics, history and English by his alma mater. During the first of the two years he was the dean of the college in the absence of Dean Brawley. Also during the summers of these two years he studied at the University of Chicago and in 1913 received the degree of bachelor of arts from that University. From 1913 to 1916 a part of his time was spent at the Rochester Theological Seminary under the influence of Walter Rauschenbusch, the noted teacher of social Christianity. While attending this Seminary he was the pastor of the Second Baptist Church, Munford, New York. Upon graduation, with the degree of bachelor of divinity, he became a student secretary of the International Committee of the Young Men's Christian Association, succeeding Max Yergan in the Southwestern Field. Also immediately after his graduation he married Anna Ethelyn Gardner of Augusta, Ga. Their children are Caroline, Mordecai, Archie, William and Anna Faith.

During his connection with the Y.M.C.A., he made a careful survey of all the Negro colleges in the Southwestern Territory and recommended the formation of the Southwestern Student Conference. The next year, 1917, he entered upon the pastorate of the First Baptist Church of Charleston, West Virginia, where he remained until elected to the presidency of Howard University. During the nine years spent in West Virginia he was very active in the social uplift of the Negroes of the State.

In June, 1922, Harvard University conferred upon him the degree of master of the science of theology. To earn this degree he had taken a year's leave of absence from his church. The next year Howard University conferred upon him the honorary degree of doctor of divinity. The same degree was awarded in 1928 by the Gammon Theological Seminary. In 1929 he received the Spingarn Medal for persuading the Federal Congress to legalize the annual appropriation for Howard University. And the next year Rabbi Stephen S. Wise chose him as one of the ten greatest religious leaders in the country.

Johnson was not a stranger to Howard University. He had

been for many years the principal speaker on the Day of Prayer for Colleges. The students, faculty and alumni welcomed him as the president. An alumnus said:

The Alumni of Howard University hail with delight the decision of the Trustee Board to give us a Negro president, and one of such fine scholarship, progressive thinking and devotion to a splendid idealism as Mr. Mordecai Johnson. The only wonderment is that this wise step had not been taken a generation ago. Even at this late date the Trustees had to face criticism, fears and misgivings from many interested individuals who have said that the time is not ripe for a Negro president. . . . I am glad to have lived to see this day, the realization of a youthful dream. Since my first entrance into her classic walls to sit at the feet of white and black alike, I have longed to see a Negro man or woman vested with leadership, and living in the beautiful vine clad mansion of the President. That day is here and we must appreciate it. We must get behind the new president with unanimous support, giving him unselfish advice free from personal ambitions for appointments, promotions, or patronage dictation. We must help him in Congress, with philanthropy and before that greater and greatest court, Public Opinion. Then, in complete self forgetfulness, let us all get together for The Greater Howard.²⁴

When Johnson came to the University many problems confronted him. The former president had been asked to resign. Two factions, therefore, existed on the campus. The former president had relied primarily upon the administrative officers in his conduct of the University to the neglect of the faculty. President Johnson aimed to elevate the faculty to a position of respect and control in University affairs. Measures were brought before the faculty for discussion and adoption. The faculty operated through committees which were appointed by the teachers. The heads of departments of study were given more authority. Finally the salaries of the teachers were raised not only absolutely but also as compared with the salaries of the administrative officers. One professor, for example, was given \$5,000.00 annually, which was \$225.00 more than the salary which his dean received, while several teachers were raised to \$4,000.00 annually.

To bring these changes to pass it was necessary to upset many "vested interests." A budget of expenses was made and each department compelled to live within its income. When President Johnson came to the University, income from tuition paid

²⁴Neval H. Thomas '01, '04, *Washington Tribune*, August 6, 1926.

by students attending the academic departments was often shifted to raise the salaries of the teachers in some of the professional schools and at the same time the academic teachers were told, when seeking an increase, "there were no funds available."

By 1931 those who opposed this rigid supervision of income and expenses had become sufficiently organized to launch a bitter attack upon the policy of the new president. Nevertheless strong forces were in favor of his administration. In a mass meeting the students on the campus declared on April 13, 1931, that their endorsement was not because he was the first Negro president of the University but "because he represents Negro leadership at stake."

Among the serious results of this attack upon Johnson was his change of method to secure faculty leadership in the University. While faculty leadership continued to be his aim, the democratic method employed at first was gradually changed to the end that he resumed the right of the president to appoint committees, and therefore presented fewer propositions, for discussion and approval, to the faculty.

To review briefly: during its 73 years of existence, Howard University has had three outstanding presidents: Oliver Otis Howard, William Weston Patton, and Mordecai Wyatt Johnson, each unique in his achievement. Howard, the third president, placed the school upon a solid economic foundation; Patton, the sixth president, saved it from its enemies, from bankruptcy—that is, from forces without; Johnson, the thirteenth president, saved it from its friends, that is from forces within.²⁵

²⁵*Howard Alumnus*, July 15, 1926, IV, No. 7, pp. 157, 160; *Morning Post*, Washington, D. C., July 1, 1926; *Howard University Hill Top*, October 9, 1930.

XXVII. *The Board of Trustees*

The seventeen incorporators met on March 19, 1867, at the home of the Reverend Charles B. Boynton, 422 N Street, Northwest, i.e., on the northeast corner of N Street and Vermont Avenue. They elected themselves the first Board of Trustees of Howard University. George W. Balloch, who was not an incorporator, was also elected a trustee at this meeting.

FIRST BOARD OF TRUSTEES

Hon. Samuel C. Pomeroy	Henry A. Brewster
Rev. Chas. B. Boynton, D.D.	Rev. Benjamin F. Morris
Gen. Oliver O. Howard, LL.D.	Rev. Danforth B. Nichols, M.D.; D.D.
Hon. Burton C. Cook	William G. Finney
Gen. Charles H. Howard	Roswell H. Stevens
James B. Hutchinson	E. M. Cushman
W. F. Bascom, A.M.	Hiram Barber, M.D.
Rev. Ebenezer W. Robinson	James B. Johnson
Silas L. Loomis, M.D.	Gen. George W. Balloch ¹

On March 2, 1868, the number of trustees was increased to twenty-one.² Since 1903 the Board has been composed of twenty-four members.³ The charter states that the Board must not consist of less than thirteen.⁴

The first Board were all members of the First Congregational Church, of Washington, D. C.; all were white; all men; four were preachers; two were medical doctors; two were senators; five were government clerks; one was an insurance agent; another a banker and three were officers of the Freedmen's Bureau.⁵ The first Negro trustee, elected April 8, 1867, was

¹The *Minutes* of the Incorporator's Meeting, March 19, 1867.

²*M of B*, March 2, 1868.

³*By-Laws* of the Board of Trustees adopted May 26, 1903.

⁴14 U. S. Stat. L. 438, approved March 2, 1867.

⁵Wm. H. Boyd, *Washington and Georgetown Directory*, 1866-1870; *Congregational Church Documents* in Howard University Library.

Highland Garnett, D.D.⁶ The first woman, Sara Brown, M.D., was elected over fifty years later (1924).⁷

When during 1869 the question of a member of the faculty being a member of the Board was being considered, a study of the policy of the leading schools in the United States was made by the Trustees. They found that no first class school had members of the faculty on the Board with the exception of Yale University and Oberlin College. At Yale University "Theodore Woolsey, president ex-officio of Faculty" and "Leonard Bacon, an old trustee and pastor in New Haven," and lecturer "in revealed religion in college," were on the Board. At "Oberlin College, Henry Cowles, an ex-professor, now a trustee," lectured "only on prophecy—on which he (was) writing a series of volumes."⁸

Immediately the Board abandoned one of its old customs, that of permitting teachers to be members of the Board of Trustees. A committee of the board suggested,

that no member of the Faculty be hereafter a member of the Trustee Board of Howard University; That each department of the University be represented by some member of the faculty chosen by the branch which he represents, with a voice, without vote, except when the Board elects to go into secret session.⁹

After careful consideration of the suggestion of the committee, the Board resolved,

that hereafter each faculty and the Normal and Preparatory Departments be requested to send a member of the same as a delegate to all meetings of the Board.¹⁰

Three years later the Trustees decided that in addition to the elected delegate from each Department, the dean of the Department should also be invited to the meetings of the Board.¹¹ However, in 1875 the Board resolved that

No person be allowed to attend the meetings of the Trustees except members of the Board unless specially invited.¹²

⁶*M of B*, April 8, 1867.

⁷*Records* in Registrar's Office; *The Evening Star*, Washington, D. C., June 5, 1924, p. 24, col. 1, "Howard University Progress Praised by Leaders."

⁸An unsigned Report found in *Records* for January, 1869.

⁹*M of B*, March 7, 1870.

¹⁰*Ibid.*

¹¹*M of B*, January 27, 1873.

¹²*M of B*, January 21, 1875.

About 22 years later, in 1897, a committee of the Board was appointed to consider the question of alumni representation on the Board. This committee reported in 1898 "that for the present we recommend no action be taken looking to a provision for Alumni Trustees." And for twenty-six years no action was taken. Finally in 1924 Thomas Walker was elected the first alumni trustee.¹³ The alumni representatives are nominated by the alumni annually by ballot, and of three nominees, the Board elects one each year.¹⁴

Each trustee is elected for a term of three years. Prior to 1903 the term of each trustee was indefinite.¹⁵ So many of the members of the Board, no longer living in Washington, D. C., did not attend the meetings that to obtain a quorum was difficult. In a letter of September 30, 1872, the habitually absent members were asked to resign "in favor of others who may be elected, in order that the Board may be strengthened and find less difficulty in obtaining a quorum for transacting business."¹⁶ In reply one trustee stated:

I have waited in answering your letter suggesting my resignation till I could see my brother Gen. O. O. H.— I acknowledge the cogency of what you say but have held on, believing it was better for some of the original members of the Board to remain. I have the good of the University deeply at heart and am in a place to cooperate and to make its work known as I do constantly.

I still think it would be better for me to remain one of the Board. I can come any time when it is necessary to the meetings.

My brother is in the same way a member of our Executive Committee A. M. A.

Our Association is so intertwined with the University in its purposes and work that it seems fitting that it should have representatives in the Board.

I therefore would re-submit this matter to the Board and ask them to consider my reasons for retaining my connection with their Body.¹⁷

To obtain a quorum it finally became necessary to enforce an old resolution adopted on June 1, 1868, which empowered the Board to drop all members who were absent without good ex-

¹³*Records* in Registrar's Office concerning Thomas Walker.

¹⁴*M of B*, June 1, 1897; and May 31, 1898, see also *Records* in Registrar's Office concerning alumni representatives.

¹⁵*By-Laws*, June 17, 1867, and May 26, 1903.

¹⁶*M of B*, September 30, 1872.

¹⁷Charles H. Howard to Board of Trustees of Howard University, November 9, 1872.

cuse from three or more meetings of the Board. In 1903, however, the members were divided into three groups. Thereafter the term of one group expired automatically each year.¹⁸

In the beginning many important decisions were made and many important things were accomplished which were never brought to the attention of the full Board. On July 29, 1867, Charles B. Boynton, the president of the University and a member of the executive committee, wrote Howard:

My impression is that the executive committee have not the proper authority to make these improvements without an order of the Board, and if they have, can it be properly done without a meeting of the committee or formal action? I think action must be first taken by the Board. I may be mistaken but this is my impression.¹⁹

The Board of Trustees, however, continued to delegate many of its important powers. Finally in 1872 a committee of the Board advised

the adoption of all needful rules and methods, whereby the agents and Committees of the Board shall be held to a strict accountability for all their financial operation, especially do we urge that the mischievous and perilous practice of referring financial questions to Committees with unlimited power to act and without being required to report their proceedings to the Board, be not in any case allowed.

This committee further recommended:

That no committee, Trustee or officer of the University has or shall have power to commit the Board to any policy, contract or obligation, except by vote of the Board duly recorded, defining specifically the nature and limits of the authority so conferred. Provided, that this resolution shall not be construed to conflict with the authority elsewhere conferred on the Executive Committee and the Financial Agent.²⁰

Very early in the history of the University it became evident that it was impossible for the Board of Trustees as a whole to act directly in the conduct of the affairs of the University. The executive committee therefore was granted large powers. This power gradually fell into the hands of the same members. To prevent this concentration of power it was voted on November 4, 1869, to amend the by-laws to the end that: "the executive committee shall be divided into two classes, the elder class va-

¹⁸*By-Laws*, 1903.

¹⁹Letter in Howard University *Manuscript Records*, July 29, 1867.

²⁰*Report of Committee*, February 24, 1872.

cating each year their places to be filled by the election of two new members."²¹ By that date the executive committee had been increased from four to five members—the president ex-officio and four elected members.²² About 1907 its membership was increased to seven and reduced to five again about 1920.

In 1872 the power of the executive committee was increased when the finance committee was abolished and the office of financial agent discontinued and much of the responsibility of these two agencies was transferred to the executive committee.²³ Two years later it was decided:

that the Executive Committee have full authority in connection with the officers of this Board to do any act and to execute any paper not inconsistent with the action of this Board, necessary in their judgement to the management of the property and finances and conduct of the University and that hereafter not more than two meetings of this Board be called in any year unless in an emergency making prompt action by the Board essential.²⁴

Between 1867 and 1932 the executive committee was "elected annually by the Board." Since 1932 the executive committee has been annually appointed by the chairman with the concurrence of the Board."²⁵

Formerly, in addition to such committees as: Executive, Finance, Nomination of Trustees, Buildings and Grounds, Degrees, Instruction and Research, and committees on the various schools of instruction, there were the following: A committee to write a history of the University (1867); a visiting committee (1867); a committee on burying place (1871); an examining committee (1871); a committee on education (1872).²⁶ The committee on the history of Howard University never functioned primarily because the chairman, Charles B. Boynton, resigned as president of the University. The visiting committee was criticised on many occasions by the teachers of the Univer-

²¹*M of B*, November 4, 1869.

²²*M of B*, August 14, 1867; May 6, 1867; July 9, 1867; August 14, 1867; June 22, 1872.

²³*M of B*, February 24, 1872; "Recommendation of Special Committee," *M of B*, June 22, 1872.

²⁴*M of B*, June 17, 1874.

²⁵*By-Laws*, October 25, 1932.

²⁶*M of B*, April 22, 1867; July 2, 1867; August 20, 1867; September 5, 1870.

sity because of its lack of interest in the work. Dean Cummings reported in 1889 that no member of the Board had ever visited him since his coming to the University in 1884.²⁷ To answer the charges which were being published in the press of the country reflecting upon the Board of Trustees of Howard University, it was proposed in 1869 that the Trustees of Howard University publish a newspaper in Washington, D. C. This newspaper never appeared. The University found some relief through the columns of the *New Era* which was published in Washington during 1870-1874; and also through the columns of *The National Savings Bank*, which was published in Washington, by the Freedmen's Saving and Trust Company (1870). The Trustees, however, continued to make use of the regular press of the country.²⁸ The committee on burying place was charged with the responsibility of arranging for the interment of those members of the University who had made no private arrangements. A so-called "Equal Rights Cemetery" in the northeastern section of the city near Fifteenth and H Streets was used.²⁹ The committee on the examination of candidates for entrance and for graduation was more active. A Mr. Brooks, who was a candidate for the degree of doctor of medicine in 1871, "had to pass a literary examination satisfactory to 'the Prex' of the University."³⁰ The committee on education was in practice a committee on student aid. The most serious problem of the Trustees was to make it possible for the students to earn a living while attending school.³¹

The officers of the Board of Trustees in 1940 were: a chairman, a vice-chairman, a secretary, and a treasurer.³² Prior to 1932, the officers of the Board were a president, a vice-president, a president pro-tempore, a treasurer, a secretary and a financial agent. These officers were not all in continuous existence from the beginning to 1932. The vice-presidency for

²⁷The *Report* of John H. Combs, Principal of Normal and Preparatory Department, December 31, 1867; A *recommendation* of the College to the Trustees, May, 1889; The *Report of Dean Cummings to the Trustees*, May 8, 1889.

²⁸*M of B*, December 29, 1868; December 7, 1869.

²⁹*M of B*, November 6, 1871; December 26, 1871; September 15, 1873.

³⁰J. T. Johnson of Medical Faculty to Trustees, February 25, 1871.

³¹*M of B*, November 20, 1872.

³²*By-Laws*, October 25, 1932.

example was established in the fall of 1867 upon the resignation of President Boynton. Henry A. Brewster was elected to that office to assist Byron Sunderland, who was elected president pro tempore of the "Board of Trustees." It was later discovered that the by-laws made no provision for a vice-president. The office was thereupon abolished.³³ In 1873 upon the resignation of O. O. Howard, the vice-presidency was legally established and filled by John M. Langston until the summer of 1875. Since that date the office has been out of existence. However, to assist the president in the management of the University, the Trustees in 1909 appointed Edward L. Parks assistant to the president. During the administration of Mordecai W. Johnson the Trustees appointed William S. Nelson (1930-1932), Ralph J. Bunche (1933-1934), Richard H. Hill (1935-1938) and James M. Nabrit, Jr. (1938-1939) as his assistants.³⁴ While President Johnson was away during the summer of 1930 as a member of a committee making a study of the system of education of Haiti for the Federal Government, Dwight O. W. Holmes was appointed president pro tempore.³⁵ In 1936 Howard Thurman, D.D., was made dean of chapel.³⁶

For several years the financial agent was probably the most important officer of the Board of Trustees. He was in fact the executive secretary of the University. Among other duties he had charge of the sale of lots, the collection of the payments on the lots, the collection of the rents, and the supervision of the buildings and grounds and of student aid.³⁷ The first incumbent of this office was Eliphalet Whittlesey. He had charge of the plotting of the campus and the sale of lots. The bulk of this work was over by the end of 1867.³⁸ In March, 1869, John A. Cole was elected to that office but soon thereafter in 1872 the office of financial agent was abolished.³⁹ President Patton revived the office and from 1878 to 1888 Charles A.

³³*M of B*, September 10, 1867; June 17, 1873; December 1, 1873; November 2, 1868.

³⁴*General Catalogues*, 1930-1931, p. 41; 1935-1936, p. 13.

³⁵*M of B*, June 3, 1930.

³⁶*M of B*, April 14, 1936.

³⁷Letter from O. O. Howard to Board of Trustees, 1869.

³⁸*Report of Whittlesey*, July 2, 1867.

³⁹*M of B*, June 22, 1872.

Harvey, D.D., was the financial agent and from 1888 to 1890 William R. Eastman, D.D., was the agent.⁴⁰ William A. Sinclair, D.D., was the financial agent of the University from 1888 to 1903.⁴¹

The first treasurer of the Board of Trustees was George Williamson Balloch. He served in that office to 1872 when James Brown Johnson succeeded him. Johnson served until his death in 1899. In 1871 John A. Cole was made assistant treasurer and continued as such until 1872.⁴² That year Davis S. Blue was appointed as the first University bookkeeper.⁴³ The first secretary of the Board was E. M. Cushman, who served from March 19, 1867, to December 20, 1867. He was followed by Ebenezer W. Robinson, who died in office, April 8, 1869. From April, 1869, to April 1872, John A. Cole, in addition to his other duties was also secretary. For a few months in 1872 Joseph A. Sladen was secretary of the Board. From September 30, 1872, to December 27, 1873, Amzi L. Barber filled the office and from the latter date to 1899 James B. Johnson was both secretary and treasurer of the University.⁴⁴ George H. Safford held both offices from the death of J. B. Johnson to 1909.⁴⁵ President Thirkield separated the offices and Edward L. Parks served as treasurer and George Wm. Cook as secretary from 1909 to 1919.⁴⁶ That year Emmett J. Scott was elected secretary-treasurer and served in both capacities to 1933. From 1933 to 1938 Emmett J. Scott occupied the secretaryship only, and Virginius Douglass Johnston was

⁴⁰William W. Patton, *A History of Howard University*, pp. 20-23.

⁴¹*H.U.M.D.*, p. 92; *General Catalogue*, 1902-03, p. 3.

⁴²*M of B*, June 22, 1872.

⁴³*M of B*, March 23, 1872; May 1, 1872.

⁴⁴*General Catalogue*, 1871-1872, p. 3; 1873-1874, p. 4; 1897-1898, p. 3.

⁴⁵*Ibid.*, 1898-1899, p. 3; 1908-1909, p. 5. Safford in addition to being the secretary-treasurer of the University was also the first registrar (1899-1909). He was succeeded as registrar by E. L. Parks (1909-1919). From 1919 to 1921 D. O. W. Holmes was the registrar; after 1921 the office was held by F. D. Wilkinson.

⁴⁶*Ibid.*, 1909-1910, p. 5; 1918-1919, p. 8. Parks while serving as treasurer and registrar of the University was also the dean of men and was in charge of the Y.M.C.A. W. B. West, who assisted Parks as dean, succeeded to that office and is the present incumbent. In 1911 B. L. Merchant assumed the duties of secretary of the Y.M.C.A. and a year later J. G. Logan became the secretary of that organization at Howard University.

the treasurer of the University. Johnston is the present treasurer.⁴⁷ Following Scott as secretary, Richard Hurst Hill served from 1938 to 1939 and James M. Nabrit, Jr., from 1939 to date.

In the early days of the University most of the officers were considered officers of the Board of Trustees primarily but gradually they came to be looked upon as important officers of the University also. According to the by-laws adopted September 10, 1867, "The officers of the Board shall consist of a President, who shall also be the President of the University . . ." The by-laws further stated that: "In the absence of the President, the Board may appoint a President pro-tempore, who shall perform the duties of the presiding officer of the Board." In 1878 the by-laws were amended making the president of the University ex-officio a member of the Board of Trustees and the presiding officer of that body.⁴⁸

This concentration of authority in the hands of one officer of the University began about 1872. Prior to that date, every trustee and every person connected with the University was a committee of one to do anything he saw should be done. The great amount of work before them, the unbounded enthusiasm to accomplish that work, the preoccupation of each with his private duties, the faith of each in the other, made it reasonable to consider each person a committee of one "with power." In addition to these numerous committees of one, there were many special and standing committees with overlapping duties. Among them were the financial committee and the executive committee. The secretary, the treasurer, the financial agent, and these committees together with the teachers of the University received and paid out money and bound the University to financial obligations. During 1872, a special committee of the Board stated that:

In view of the large amount of property entrusted to the Board and the grave legal and moral responsibility resting on its members as the guardians of such a Charity, it is believed that we cannot excuse ourselves from adopting business methods which shall, so far as possible, secure openness, accountability, fidelity and efficiency in all the transactions of the Board and in the services of its agents . . . the Institution has now grown to such estate that

⁴⁷*Ibid.*, 1919-1920, p. 8; 1932-1933, p. 8.

⁴⁸*M of B*, May 28, 1878.

the time is fully come for the adoption of more careful and positive measures for permanent security⁴⁹

The financial committee was abolished, the office of the financial agent was closed and the duties of that officer were transferred to the treasurer and to a new officer called the steward. The steward gradually evolved first into the superintendent of buildings and grounds, next, into the chairman of the scholarship committee and finally, into the dean of the School of Engineering and Architecture. The office of the secretary and the office of the treasurer were combined. So many of the duties of all of the offices which were abolished, were transferred to the executive committee, that the executive committee complained of being overburdened with work.

A few years later, the duties of the president of the University were carefully considered. In 1874, a committee was instructed to report on the relation of the president of the University to the Board. From the beginning, it was not clear whether the president was the president of the Board or of the University or of both. Boynton was elected "president of the board."⁵⁰ Sunderland was elected "temporary president of the board."⁵¹ For many years, the idea of a University in fact was not very general. It was an honor more real to be the president of the Board than to be the president of a fictitious University. He was sometimes called the president of the Board and ex-officio the president of the University. But by 1878, the same officer was the president of the University and ex-officio, president of the Board.⁵² This was his status until 1903.

That year the Trustees voted:

The Board shall elect by ballot a president from its own members, other than the President of the University, who shall hold office for one year and until his successor shall be chosen.⁵³

This vote destroyed the unified authority which had existed in the President of the University for many years. It happened this way: President Rankin had resigned in the middle

⁴⁹*Report*, February 24, 1872.

⁵⁰*M of B*, May 23, 1867; *M of B*, June 3, 1873.

⁵¹*M of B*, August 27, 1867.

⁵²*M of B*, May 28, 1878.

⁵³*By-Laws*, May 26, 1903.

of the year; Teunis Hamlin, a trustee of the University, had been elected acting president of the University. Later, the Board asked him to take the presidency. He declined the honor. The Board divided the duties of the office. He accepted the presidency of the Board. His brother-in-law, John Gordon, was elected to the presidency of the University.

Today, 1940, the president of the University is not only not the president of the Board but is also not a member of that body unless elected to membership by the Board. The presiding officer of the Board today is called the chairman, who is elected annually. He has the authority to appoint all committees—an authority which was the Board's for years. Thus, in this chairman of the Board, has been completed again the concentration of authority in the hands of one officer.⁵⁴

The first resolution passed by the first Board of Trustees was very significant. It was as follows: "Resolved—That every person elected to any official position in Howard University shall be a member of some Evangelical Church." Less than a year later this resolution was rescinded in order to appoint John M. Langston, who was not a member of any church, as a professor in the Law Department.⁵⁵ Immediately, in 1869, a Unitarian, Charles B. Purvis, was added to the medical faculty; in 1883, a Unitarian, Rush R. Shippen, was added to the Board of Trustees; twelve years later a Catholic, Cora Dorsey, was appointed to the academic faculty. Some years later, about 1928, a Jew, Jacob Billikopf, was elected to the Board of Trustees. Many Jews were students in the law department prior to 1890.

In the fall of 1867 the Trustees created an honorary board of trustees. The function of this Board was to advertise the school in all sections of the country. Each state of the Union was to have one or more representatives on this Board.⁵⁶ The plan was disappointing. An honorary board, however, was created with members elected to it by the regular Board. The size of this honorary board has varied from time to time. In 1903 it was voted that "ten honorary members of the board,

⁵⁴*By-Laws*, October 25, 1932.

⁵⁵*M of B*, December 7, 1868; April 29, 1867.

⁵⁶*M of B*, September 17, 1867.

TRUSTEES OF HOWARD UNIVERSITY, 1867-1940

<i>Name</i>	<i>Term</i>	<i>Residence</i>	<i>Race</i>	<i>Religion*</i>	<i>Occupation</i>
Ailes, Milton E.	1921-1925	Washington, D. C.	White	Episcopalian	Banker
Alvord, Rev. John W.	1868-1880	Washington, D. C.	White	Congregationalist	Banker
Anderson, Rev. D. W.	1868-1872	Washington, D. C.	Negro	Baptist	Pastor
Anderson, Thomas H.	1903-1916	Washington, D. C.	White	Methodist	Judge
Atkinson, George W.	1908-1924	Washington, D. C.	White	Methodist	Judge
Baker, George E.	1871-1883	Washington, D. C.			
Baker, Henry M.	1906-1912	Washington, D. C.	Negro	Unitarian	Clerk
Ball, Louise C.	1928-	New York City	White	Episcopalian	Dentist
Ballantyne, William	1878-1906	Washington, D. C.	White	Presbyterian	Business
Balloch, Gen. George W.	1867-1907	Washington, D. C.	White	Congregationalist	Bureau
Barber, Hiram	1867-1869	Washington, D. C.	White	Congregationalist	Clerk
Barnard, Job	1897-1922	Washington, D. C.	White	Quaker	Judge
Bartlett, Rev. William A.	1883-1897	Washington, D. C.	White	Presbyterian	Pastor
Bascom, W. F.	1867-1875	Washington, D. C.	White	Congregationalist	Clerk
Beard, Rev. A. F.	1898-1912	Washington, D. C.	White	Congregationalist	A.M.A.
Bell, George E.	1933-1941	Montclair, N. J.	Negro	Methodist	Physician
Billikopf, Jacob	1928-	Philadelphia, Pa.	White	Jewish	Social Worker
Bird, Gen. Charles	1903-1907	Washington, D. C.	White	Presbyterian	Soldier
Blatchford, Eliphlet W.	1878-1883	Chicago, Illinois	White	Congregationalist	Business
Bond, Judge Hugh L.	1868-1869	Baltimore, Md.	White	Presbyterian	Judge
Boynton, Rev. Charles	1867-1868	Washington, D. C.	White	Congregationalist	Pastor
Brewster, Henry A.	1867-1873	Washington, D. C.	White	Congregationalist	Business
Brown, Charles R.	1919-1927	New Haven, Conn.	White	Congregationalist	Education
Brown, Bishop John M.	1869-1893	Washington, D. C.	Negro	Methodist	Bishop

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TRUSTEES OF HOWARD UNIVERSITY—1867-1940—Continued

Name	Term	Residence	Race	Religion*	Occupation
Brown, Sara W.	1924-	Virginia	Negro	Episcopalian	Physician
Bruce, B. K.	1894-1898	Washington, D. C.	Negro	Congregationalist	Senator
Carter, W. Justin	1927-	Harrisburg, Pa.	Negro	Presbyterian	Lawyer
Cobleigh, Rolfe	1918-1933	Boston, Mass.	White	Congregationalist	Editor
Cole, Rev. John A.	1869-1872	Chicago, Illinois	White	Congregationalist	Business
Coleman, George W.	1935-	Boston, Mass.	White	Baptist	Editor
Cook, Burton C.	1867-1871	Illinois	White	Congregationalist	Congressman
Cook, George W.	1930-1931	Washington, D. C.	Negro	Congregationalist	Retired Teacher
Cook, John F.	1874-1908	Washington, D. C.	Negro	Presbyterian	Pastor
Cook, John H.	1873	Washington, D. C.	White	Congregationalist	Clerk
Corby, Charles I.	1924-1925	Washington, D. C.	White	Baptist	Business
Cox, William V.	1906-1922	Washington, D. C.	White	Presbyterian	Banker
Cravath, Rev. E. M.	1874-1878	Nashville, Tenn.	White	Congregationalist	Educator
Crawford, George W.	1926-	New Haven, Conn.	Negro	Congregationalist	Lawyer
Crump, Walter G.	1927-	New York City	White	Congregationalist	Physician
Cushman, E. M.	1867-1868	Connecticut	White	Congregationalist	Clerk
Deyber, Victor B.	1925-	Washington, D. C.	White	Episcopalian	Banker
Douglass, Frederick	1871-1895	Rochester, N. Y.	Negro	Methodist	Statesman
Douglass, Rev. Harland P.	1913-1931	New York City	White	Congregationalist	A.M.A.
Dumas, Mitchell O.	1921-1931	Washington, D. C.	Negro	Episcopalian	Physician
Durkee, J. Stanley	1922-1926	Washington, D. C.	White	Congregationalist	Pastor
Eaton, Col. Daniel L.	1869-1873	Washington, D. C.	White	Congregationalist	Soldier
Eaton, John	1883-1905	Washington, D. C.	White	Presbyterian	Statesman
Emlen, John T.	1910-1922	Philadelphia, Pa.	White	Quaker	Business

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TRUSTEES OF HOWARD UNIVERSITY—1867-1940—Continued

<i>Name</i>	<i>Term</i>	<i>Residence</i>	<i>Race</i>	<i>Religion*</i>	<i>Occupation</i>
Finney, William G.	1867-1869	Washington, D. C.	White	Congregationalist	Clerk
Francis, Abraham	1930-1936	New York City	White	Jewish	Educator
Francis, John R.	1908-1913	Washington, D. C.	Negro	Presbyterian	Physician
Gallaudet, Edward M.	1883-1912	Washington, D. C.	White	Presbyterian	Educator
Garnett, Rev. Henry H.	1867-1869	Washington, D. C.	Negro	Presbyterian	Pastor
Garrison, Lloyd K.	1935-	Madison, Wis.	White	Episcopalian	Educator
Garvin, Charles H.	1931-	Cleveland, Ohio	Negro	Congregationalist	Physician
Gordon, Rev. John	1903-1905	Washington, D. C.	White	Presbyterian	Educator
Grimke, Rev. Frank J.	1880-1925	Washington, D. C.	Negro	Presbyterian	Pastor
Hamlin, Rev. Teunis S.	1895-1906	Washington, D. C.	White	Presbyterian	Pastor
Hart, Albert B.	1919-	Cambridge, Mass.	White	Congregationalist	Educator
Hawkins, John R.	1925-1939	Washington, D. C.	Negro	Methodist	Banker
Haynes, William H.	1940-	Chicago, Illinois	Negro	Baptist	Lawyer
Henkle, Eli T.	1880-1887	Brooklyn, Md.	White	Quaker	Congressman
Hilyer, Andrew F.	1913-1935	Washington, D. C.	Negro	Baptist	Clerk
Hodges, Silas H.	1870-1874	Washington, D. C.	White	Congregationalist	Lawyer
Howard, Gen. Charles H.	1867-1907	Illinois	White	Congregationalist	Bureau
Howard, Gen. O. O.	1867-1883	Washington, D. C.	White	Congregationalist	Bureau
	and 1889-1906				
Hubbard, Henry W.	1912-1913	New York City	White	Congregationalist	A.M.A.
Hudson, Alan	1915-1916	Brockton, Mass.	White	Congregationalist	Pastor
Hungate, T. L.	1934-	New York City	White	Methodist	Educator
Hurst, Bishop John	1917-1928	Baltimore, Md.	Negro	Methodist	Bishop

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TRUSTEES OF HOWARD UNIVERSITY—1867-1940—Continued

<i>Name</i>	<i>Term</i>	<i>Residence</i>	<i>Race</i>	<i>Religion*</i>	<i>Occupation</i>
Hutchinson, James B.	1867-1868	Washington, D. C.	White	Congregationalist	Banker
Johnson, Guy B.	1937-	Chapel Hill, N. C.	White	Baptist	Educator
Johnson, James B.	1867-1871	Royal Oak, Mich.	White	Congregationalist	Clerk
Johnson, Rev. Mordecai W.	1926-	Washington, D. C.	Negro	Baptist	Pastor
Jones, Rev. Thomas J.	1915-	Washington, D. C.	White	Presbyterian	Educator
Krikpatrick, Thomas J.	1878-1892	Lynchburg, Va.	White	Presbyterian	Statesman
Lee, Bishop Benjamin F.	1902-1907	Wilberforce, Ohio	Negro	Methodist	Bishop
Loomis, Silas L.	1867-1872	Washington, D. C.	White	Congregationalist	Teacher
Lynch, John R.	1895-1903	Washington, D. C.	Negro	Presbyterian	Representative
Lyon, Leverett S.	1936-1939	Washington, D. C.	White	Presbyterian	Educator
Meriwether, James H.	1892-1906	Washington, D. C.	Negro	Presbyterian	Business
Miller, J. D.	1908-1913	New York City	White	Baptist	Educator
Mitchell, Rev. S. S.	1873-1880	Washington, D. C.	White	Presbyterian	Pastor
Moorland, Rev. J. E.	1907-1940	New York City	Negro	Congregationalist	Y.M.C.A.
Morris, Rev. Benjamin F.	1867	Washington, D. C.	White	Congregationalist	Clerk
Murray, Peter Marshall	1926-	New York City	Negro	Methodist	Physician
Napier, James C.	1911-1940	Nashville, Tenn.	Negro	Congregationalist	Banker
Newman, Rev. Stephen M.	1912-1918	Washington, D. C.	White	Congregationalist	Pastor
Nichols, Rev. Danforth B.	1867-1873	Washington, D. C.	White	Congregationalist	Clerk
Patton, Cornelius H.	1891-1897	Westfield, N. J.	White	Congregationalist	A.M.A.
and 1911-1913					
Patton, Ludlow	1878-1892	New York City	White	Congregationalist	
Patton, Rev. William W.	1878-1890	Washington, D. C.	White	Congregationalist	Pastor
Paxton, Rev. John R.	1881-1882	Washington, D. C.	White	Presbyterian	Pastor

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TRUSTEES OF HOWARD UNIVERSITY—1867-1940—Continued

<i>Name</i>	<i>Term</i>	<i>Residence</i>	<i>Race</i>	<i>Religion*</i>	<i>Occupation</i>
Peabody, George F.	1926-1933	New York City	White	Episcopalian	Banker
Peele, Judge Stanton J.	1902-1928	Washington, D. C.	White	Presbyterian	Judge
Pellow, Henry E.	1890-1916	Washington, D. C.	White	Episcopalian	Social Worker
Pierce, Ulysses Grant B.	1913-	Washington, D. C.	White	Unitarian	Pastor
Pomeroy, Samuel C.	1867-1931	Kansas	White	Congregationalist	Senator
Pope, C. H.	1925-1933	Washington, D. C.	White	Unitarian	Banker
Pratt, Adams S.	1883-1900	Washington, D. C.	White	Congregationalist	Business
Presbrey, Otis F.	1873-1900	Washington, D. C.	White	Congregationalist	Lawyer
Purvis, Charles B.	1908-1926	Brookline, Mass.	Negro	Unitarian	Physician
Ralston, Jackson H.	1903-1910	Washington, D. C.	White	No affiliation	Lawyer
Rankin, Rev. J. Eames	1870-1873	Washington, D. C.	White	Congregationalist	Pastor
and 1889-1903					
Richards, Charles N.	1897-1921	Philadelphia, Pa.	White	Congregationalist	A.M.A.
Richards, Zalmon	1873-1899	Washington, D. C.	White	Baptist	Educator
Richardson, William A.	1874-1878	Washington, D. C.	White	Congregationalist	Lawyer
Robinson, Ebenezer W.	1867-1869	Washington, D. C.	White	Congregationalist	Clerk
Roosevelt, Col. Theodore	1920-1933	Washington, D. C.	White	Dutch Reformed	Statesman
Rudolph, Cuno H.	1906-1925	Washington, D. C.	White	Congregationalist	Business
Sherburne, Gen. John H.	1922-1933	Boston, Mass.	White	Episcopalian	Lawyer
Shippin, Rev. Rush R.	1883-1897	Washington, D. C.	White	Unitarian	Pastor
Sinclair, Rev. William A.	1913-1925	Philadelphia, Pa.	Negro	Congregationalist	Physician
Sunderland, Rev. Byron	1867-1869	Washington, D. C.	White	Presbyterian	Pastor
Smith, Edward P.	1873-1876	Washington, D. C.	White	Congregationalist	A.M.A.
Smith, Francis H.	1871-1907	Washington, D. C.	White	Episcopalian	Business

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TRUSTEES OF HOWARD UNIVERSITY—1867-1940—Continued

<i>Name</i>	<i>Term</i>	<i>Residence</i>	<i>Race</i>	<i>Religion*</i>	<i>Occupation</i>
Spaulding, C. C.	1936-	Durham, N. C.	Negro	Baptist	Business
Stafford, Justice Wendell P.	1917-1922	New York City	White	Catholic	Judge
Stevens, Roswell H.	1867-1869	Washington, D. C.	White	Congregationalist	Clerk
Stockbridge, Henry	1878-1895	Baltimore, Md.	White	Congregationalist	Lawyer
Strieby, Mitchell E.	1878-1899	New York City	White	Congregationalist	A.M.A.
Talbot, Bishop Sampson	1873-1878	Washington, D. C.	Negro	Methodist	Bishop
Tanner, Rev. Benjamin T.	1897-1913	Philadelphia, Pa.	Negro	Methodist	Bishop
Thirkield, Rev. Wilbur P.	1906-1914	Washington, D. C.	White	Methodist	Educator
Tobias, Channing H.	1931-	New York City	Negro	Methodist	Y.M.C.A.
Tullock, Thomas L.	1873-1883	Washington, D. C.			
Tunnell, Rev. William V.	1898-1908	Washington, D. C.	Negro	Episcopalian	Pastor
Walker, Thomas	1924-1925	Washington, D. C.	Negro	Congregationalist	Lawyer
Walters, Alexander	1915-1916	New York City	Negro	Methodist	Bishop
Waring, James H. N.	1907-1923	Baltimore, Md.	Negro	Baptist	Educator
Waring, William	1883-1900	Washington, D. C.	Negro	Baptist	Pastor
Warner, Brainerd	1892-1906	Washington, D. C.	White	Presbyterian	Lawyer
Washington, John H.	1881-1887	New York City	White	Congregationalist	Business
Washington, Booker T.	1907-1915	Tuskegee, Ala.	Negro	Baptist	Educator
Wheatland, Marcus F.	1910-1934	Newport, R. I.	Negro	No affiliation	Physician
Whipple, Rev. George	1869-1876	New York City	White	Congregationalist	A.M.A.
Wilson, William J.	1868-1879	Washington, D. C.	Negro	Presbyterian	Banker
Wood, Rev. Charles	1908-1914	Washington, D. C.	White	Presbyterian	Pastor
Wormley, C. Sumner	1925-1929	Washington, D. C.	Negro	Baptist	Dentist
Young, P. B.	1933-	Norfolk, Va.	Negro	Episcopalian	Editor

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HONORARY TRUSTEES OF HOWARD UNIVERSITY—1867-1940

<i>Name</i>	<i>Term</i>	<i>Residence</i>	<i>Race</i>	<i>Religion*</i>	<i>Occupation</i>
Allison, William B.	1884-1908	Dubuque, Iowa	White	Presbyterian	Senator
Atkinson, George W.	1924-1925	West Virginia	White	Methodist	Judge
Ballinger, Richard A.	1908-1910	Washington, D. C.	White	Lutheran	Sec. of the Interior
Bell, James	1890-1895	Orange, N. J.	White	Catholic	Business
Bingham, John A.	1868-1884	Ohio	White	Presbyterian	Jurist
Bond, Hugh L.	1869-1884	Baltimore, Md.	White	Presbyterian	Judge
Breckinridge, W. C.	1889-1894	Washington, D. C.	White	Presbyterian	Congressman
Choate, Joseph H.	1897-1918	New York City	White	Unitarian	Lawyer
Clark, David	1868-1889	Hartford, Conn.	White	Congregationalist	Business
Cole, John A.	1890-	Chicago, Illinois	White	Congregationalist	Engineer
Cook, Burton C.	1871-1884	Illinois	White	Congregationalist	Congressman
Curtin, Andrew G.	1884-1897	Bellefonte, Pa.	White	No affiliation	Governor
Cushman, E. M.	1868-1891	Willimantic, Conn.	White	Congregationalist	Clerk
Eaton, William W.	1884-1892	Hartford, Conn.	White	Congregationalist	Senator
Fall, Albert Bacon	1920-1922	Washington, D. C.	White		Sec. of the Interior
Fisher, Walter L.	1910-1913	Washington, D. C.	White	Presbyterian	Sec. of the Interior
Garfield, James R.	1906-1908	Washington, D. C.	White	Ch. of the Disciples	Sec. of the Interior
Grant, Gen. Ulysses	1869-1885	Washington, D. C.	White	No affiliation	President of the U. S.
Grout, W. W.	1869-1901	Barton, Vermont	White	No affiliation	Congressman
Grimke, Rev. Francis J.	1925-1937	Washington, D. C.	Negro	Presbyterian	Pastor
Harlan, John M.	1896-1901	Washington, D. C.	White	Presbyterian	Judge
Hitchcock, E. A.	1903-1906	Washington, D. C.	White	Congregationalist	Sec. of the Interior
Hoar, George F.	1897-1904	Massachusetts	White	Unitarian	Senator

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HONORARY TRUSTEES OF HOWARD UNIVERSITY—1867-1940—Continued

<i>Name</i>	<i>Term</i>	<i>Residence</i>	<i>Race</i>	<i>Religion*</i>	<i>Occupation</i>
Howard, Gen. Oliver O.	1883-1889 and 1906-1909	Omaha, Nebraska	White	Congregationalist	Soldier
Hughes, George H.	1890-1901	New York City			
Ikkes, Harold L.	1933-	Washington, D. C.	White		Sec. of the Interior
Johnson, James B.	1871-1898	Washington, D. C.	White	Congregationalist	Sec.-Tr., Howard U.
Kelly, Moses	1871-1884	Washington, D. C.	White	Presbyterian	Business
King, Tuthill	1868-1884	Chicago, Illinois			
Kirpatrick, Thomas J.	1892-1902	Lynchburg, Va.	White	Presbyterian	Soldier
Lane, Franklin K.	1913-1919	Washington, D. C.	White	Catholic	Sec. of the Interior
Langdon, Andrew	1897-1902	Brooklyn, N. Y.	White	Congregationalist	Business
Lee, Bishop Benjamin F.	1907-1926	Wilberforce, Ohio	Negro	Methodist	Bishop
Nichols, Rev. Danforth B.	1873-1906	Yankton, S. D.	White	Congregationalist	Pastor
Payne, John Barton	1919-1920	Washington, D. C.	White	Episcopalian	Sec. of the Interior
Pelleu, Justice Stanton J.	1928	Washington, D. C.	White	Presbyterian	Judge
Pelluw, Henry E.	1916-1922	Washington, D. C.	White	Episcopalian	Social Worker
Purvis, Charles B.	1916-1928	Boston, Mass.	Negro	Unitarian	Physician
Rankin, Rev. J. Eames	1873-1889	Washington, D. C.	White	Congregationalist	Pastor
Sayers, Joseph D.	1897-1928	Texas	White	Methodist	Statesman
Smith, Rev. Alexander M.	1901-1921	Philadelphia, Pa.	White	Methodist	Bishop
Smith, Gerrit	1868-1874	Peterboro, N. Y.	White	Presbyterian	Business
Taft, William H.	1910-1929	Washington, D. C.	White	Unitarian	President of the U. S.
Tanner, Bishop Benjamin T.	1913-1922	Philadelphia, Pa.	Negro	Methodist	Bishop
Thirkield, Bishop Wilbur P.	1914-1936	New York City	White	Methodist	Bishop

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HONORARY TRUSTEES OF HOWARD UNIVERSITY—1867-1940—Continued

<i>Name</i>	<i>Term</i>	<i>Residence</i>	<i>Race</i>	<i>Religion*</i>	<i>Occupation</i>
Wayland, Francis	1897-1905	New Haven, Conn.	White	Baptist	Lawyer
Whipper, William	1868-1882	Philadelphia, Pa.	Negro		Business
Whipple, Rev. George	1868-1869	New York City	White	Congregationalist	Secretary of A.M.A.
White, George H.	1897-1918	Philadelphia, Pa.	Negro	Presbyterian	Lawyer
White, S. V.	1897-1913	Brooklyn, N. Y.	White	Congregationalist	Financier
Wilbur, Ray Lyman	1928-1932	Washington, D. C.	White	Non-sectarian	Sec. of the Interior
Work, Hubert	1922-1928	Washington, D. C.	White	Presbyterian	Sec. of the Interior

*If no religious affiliation is given that does not necessarily imply that the trustee had none. His affiliation was not known by the author.

who shall have advisory powers only, may be elected in the same manner as active Trustees."⁵⁷

Notwithstanding the fact that the influence of the regular Board of Trustees and of the honorary Board of Trustees has been very powerful, nevertheless, the Board has been compelled to withstand much severe criticism. It was severely criticized in 1873 because of its management of the finances of the University;⁵⁸ it was criticized in 1905 because of the attitude of the president of the University toward race relations. The public in general was especially aroused over the nature of the reception which the University gave Coleridge Taylor, the famous musician, who was visiting the United States.⁵⁹ Again the Board was criticized after 1933 because of the attitude of the president toward communism and academic freedom.⁶⁰

But, criticism has not been the only thing received by the Trustees through the years. The following invitation was also received:

To Board of Trustees,
Gentlemen:

You are cordially invited to be present at a Christmas dinner which will be given to the patients in this Hospital on Monday, next December 25, at 1:30 o'clock p.m.

Very respectfully,

ROBERT REYBURN, M.D.,

*Surgeon in Chief, Hospital.*⁶¹

Washington, D. C.,
December 22, 1871.

⁵⁷*By-Laws*, May 26, 1903.

⁵⁸*The Capital*, Washington, D. C., June 22, 1873.

⁵⁹*The New York Age*, New York City, May 25, 1905.

⁶⁰*The Afro-American*, Baltimore, Maryland, June 5, 1935.

⁶¹Surgeon in Chief, Freedmen's Hospital, to the Board of Trustees.

XXVIII. *University Extension*

University Extension became so popular in the United States during the first quarter of the twentieth century that several schools were proud of the fact that they were among the first in this country to recognize the importance of the work.

In his report for 1926-1927 the director of University Extension at Columbia University said:

Recently the statement was made in regards to University Extension at Columbia University that it was the world's greatest experiment in Adult Education. Whether this statement is correct or not is of little importance. The outstanding fact of importance is that at an early date, when adult education was not regarded as the part of the service of a university to the community, Columbia University undertook to furnish courses adapted to the needs of students of mature age, of every location and of every qualification. In 1910 University Extension was made a part of the educational program of the University.¹

Howard University likewise can take pride in its early realization of the importance of University Extension, that is, in the importance of extending its work beyond the campus and presenting it at times convenient for those who work. At a meeting of the Board of Trustees on September 10, 1867,

suggestions were . . . made . . . concerning a course of popular free lectures at the Soldier's Free Library Building, Fifth and E Streets; an evening school at the same place for messengers in the departments; and a weekly normal class of practical teachers, to give attention to lecturers, essays, and discourses on school studies and methods of teaching and government; and a course of familiar practical lectures on the theory and practice of teaching, for the Normal Department.²

These suggestions were adopted.

A few months later, December 20, 1867, the Trustees resolved,

That whereas there are some students in the University who have been accredited as preachers of the gospel and others are looking forward to that work, in order to retain such students in the academical training they need, and to answer their expectations in regard to theological studies, it is deemed

¹*Columbia University Annual Reports, 1926-1927, p. 240.*

²*M of B, September 10, 1867.*

advisable to give them some aid in that department previous to their completion of the usual preliminary course; and to this end, prior to the organization of the Theological Department, Rev. D. B. Nichols, is hereby requested to give instruction to such students in Biblical History and Geography, and Rev. E. W. Robinson in Biblical interpretation, and the Evidence of revelation, each giving at fixed and regular times at least one lesson per week, and rendering this service gratuitously.³

Reverend Ebenezer W. Robinson conducted his classes in Biblical interpretation and Evidences of revelation at his home in the city of Washington.

The College of Liberal Arts of today began as extension work. Said Bascom:

The Department opened at the beginning of the last Academic year with one pupil, James M. Gregory of Cleveland, Ohio, in the Freshman Class. He fitted for College at Oberlin and had a fair preparation. He recited to me regularly through the year in Latin and Greek and during the first term in Roman History. During the two first terms the recitations were had at my home in the city. During the last term two young ladies, one a teacher in the Normal Department, joined the class in Livy; and the recitations were had at the University.⁴

Another evidence of University Extension at Howard University was the establishment in January, 1870, of a Commercial College in the parlors of the First Congregational Church, Washington, D. C. This school was established in response to the following request. It was said:

Feeling a great need of, and having a desire to improve ourselves especially in those branches pertaining to a commercial education among our people; the undersigned take this method of petitioning the Faculty of Howard University through you, to take such steps as in their judgment may be deemed best, for the establishment of a Business College either at the University or at some convenient locality, for the benefit of such young men as are desirous of improving their minds, and whose time and means will not permit them to take a regular Collegiate Course. Having applied for and been denied admission in the Business Colleges in the City on account of color, we are compelled to resort to some other means to secure the desired end.⁵

This school was continued until 1874.

Simultaneously with the opening of the Commercial Depart-

³*M of B*, December 20, 1867.

⁴W. F. Bascom to O. O. Howard—a *Report* of the College, August 2, 1869.

⁵See *Petition* in Manuscript Records of University, September 24, 1869.

ment, the University, in cooperation with the American Missionary Association and the Freedmen's Bureau, conducted a social center at the corner of Eleventh and R Streets, N. W., Washington, D. C. For twelve years this work known as Lincoln Mission was maintained. The enrollment of this Mission was as high as 500 pupils an evening.⁶ By 1881, the city school system had absorbed the educational work of the Mission; while by that date the religious phase of the work had been organized as the Lincoln Temple Congregational Church.⁷

In 1872 a proposition was submitted for the conduct of a Summer School that summer. Although it was rejected by the Board, its details are interesting. In the *Report* of the Executive Committee submitted to the Board on May 1, 1872, it was stated that:

April 23d. A. L. Barber was present and proposed to hold a Teachers Institute during the Summer vacation, either under the direction of the Board of Trustees, they paying him for this extra service also assuming other responsibilities connected there with, or he agrees to assume all the responsibilities himself subject to such regulations as the Board or Ex. Comm. may prescribe, paying to the University fifty-cents per week for each student for incidental expenses including room rent for the students and the lower rooms of the University Building for recitations and lectures. Prof. Barber also agrees to be responsible for any special damages which may result to the rooms of the University during the Sessions of the Institute.⁸

The first formal Summer Schools conducted at the University were held in 1904 and in 1905.⁹ Since 1923 except for the years 1933 to 1936, both inclusive, a Summer School has been conducted annually. During the year 1902-1903,¹⁰ an Evening School was maintained and again, from 1920 to 1932. In 1920 the academic extension work of the University, organized as Evening Classes, was wholly collegiate in grade. Prior to that date this work had been more or less ungraded. In 1925 the academic extension work at the University—organized at that

⁶*Report of the President*, September 6, 1871.

⁷*Minutes of Lincoln Temple Congregational Church*; also Wm. H. Seaman, Secretary, "A historical sketch of the colored mission work of Lincoln Industrial Mission, read October 18, 1878," *Records of Lincoln Temple Memorial Congregational Church*, Vol. I.

⁸A *Request* from Barber to conduct a Summer school on the campus, *M of B*, May 4, 1872.

⁹*Recommendations of the Faculty of the College*, 1904-1905, a pamphlet.

¹⁰*General Catalogue*, 1902-1903.

time as Evening Academic Classes and as a Summer Session—which had existed for several years under one director, William J. Bauduit, was placed under two directors, Walter Dyson for the Evening Classes and George M. Lightfoot for the Summer Session. Seven years later, the Evening Classes were absorbed by the regular University organization, and in 1933, in the interest of economy the Summer Session was abolished to be established again in 1937.

From the beginning the extension work of collegiate grade at the University has been very popular. Referring to the Evening Classes in 1921 it was said:

Howard University, in keeping with its new program of rendering the greatest possible service as a national university for the training of colored youth, last year at the beginning of the winter quarter, January 4, inaugurated a system of evening classes, with Prof. William J. Bauduit as director. These evening classes are of full college grade and yield the usual credits toward the various academic degrees conferred by the university. They are being taught by the regular university instructors and exact the same requirements and maintain the same standards as the day classes. To the ambitious, self-supporting student, who is unable to attend classes during the day, the Howard University now offers the exceptional opportunity of securing a college education through evening instruction.

The work of the evening classes at Howard University has thus far been quite satisfactory and successful. Courses have been taken by school teachers, school principals, government employes, lawyers, college graduates, and others. Some of these students are pursuing the regular four-year course leading to the baccalaureate degree; others are merely becoming acquainted with some particular subject or keeping in touch with the academic life for purposes of general culture; while still others are obtaining a special preparation which they must have in order to qualify for some specific position. The work has been regular and thorough, the standards high, and the students and instructors enthusiastic.¹¹

The Summer Session has also been popular from the beginning. Under its directors—Bauduit (1923-1925), Lightfoot (1925-1933), Wesley (1937-1938), Wilkerson (1938-1939) and Price since 1939, the enrollment has grown slowly but steadily. From the following table this growth may be seen. It was steady prior to the depression of 1929 and has been steady again since 1937.

¹¹*Evening Star*, Washington, D. C., Sept. 25, 1921, Part I, p. 19, col. 7.



Courtesy Evening Star, Washington, D. C.

Freedmen's Saving and Trust Company, 1872



Science Hall, 1939



The old Law Building, 1892



Girls' Dormitories, 1939



Courtesy Evening Star, Washington, D. C.

First Medical Faculty, 1869-1870

Reading from left to right: (standing) S. L. Loomis, O. O. Howard, J. T. Johnson; (seated) A. T. Augusta, G. S. Palmer, R. Reyburn, C. B. Purvis, P. H. Strong



*Birthplace of O. O. Howard in Leeds, Maine,
as of 1935.*



Founders Library, 1940



The Conservatory of Music, 1939



Campus rear of Main Building, 1935



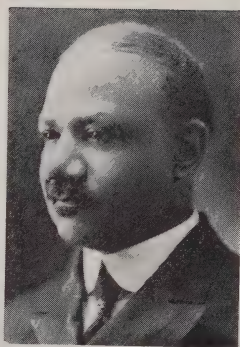
*The home of Henry A. Brewster at 1823 I Street, N. W., in
which the University was conceived*



Gymnasium and Clark Hall, 1940



Geo. W. Cook



L. B. Moore



Kelly Miller

The Triumvirate

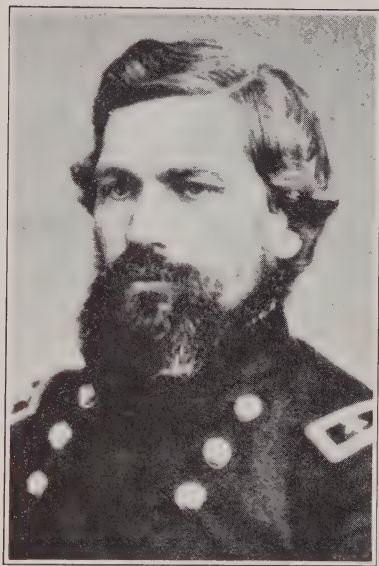


Courtesy, First Cong. Church, Wash., D. C.

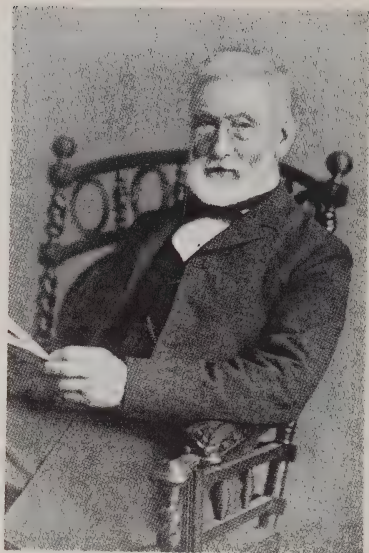
Charles B. Boynton, President, 1867



Byron Sunderland, President, 1867-1869



*Oliver Otis Howard,
President, 1869-1874*



*William Weston Patton,
President, 1877-1890*



Courtesy Miss Flora Johnson

*Jeremiah Eames Rankin,
President, 1890-1903*

SUMMER SCHOOL ENROLLMENT—1923-1940

<i>Year</i>	<i>Enrollment</i>
1923.....	141
1924.....	161
1925.....	169
1926.....	226
1927.....	332
1928.....	406
1929.....	478
1930.....	429
1931.....	360
1932.....	291
1933.....	
1934.....	
1935.....	
1936.....	
1937.....	264
1938.....	376
1939.....	342
1940.....	549 ¹²

About 1911 the School of Religion, itself the result of extension, established extension work which was maintained until 1934.¹³ This was a correspondence course. It was said:

We cannot wait for the trained product from our colleges and seminaries. There is a mighty army of men already engaged in the work. These men must be helped while at their work.¹⁴

The School of Medicine has also conducted extension work from the beginning. In 1869 free clinics¹⁵ were established at the University. The same year an evening school¹⁶ was opened in the hospital for the employees of the Medical Department. In 1877 a training school¹⁷ for the nurses of the District of Columbia was established. From time to time a summer school has been conducted by the faculty of the School of Medicine and lectures have been given which were open to the public.¹⁸

In the Law Department the recitations for some time were

¹²Report of J. S. Price, Director, October 16, 1940. .

¹³Records of the School of Religion, 1910-1934.

¹⁴Jesse E. Moorland.

¹⁵H.U.M.D., p. 20.

¹⁶H.U.M.D., p. 21.

¹⁷H.U.M.D., pp. 71-74.

¹⁸"H. U. Medical College Offers Lecture Series to Public," *Howard University Bulletin*, XI, No. 3, February 1932, p. 11.

held at the home or at the office of the different professors. Referring to the early days, Professor Dion S. Birney said:

During my own service at Howard Law School I had no doubts as to our ability, operating upon the progressed ability of the colored race, to turn out qualified and capable lawyers. But I marvel at the optimism and fortitude of my sire and grandsire in facing the task of attempting to build lawyers out of the men who, with earnest intent but necessarily limited mental foundations, found their way into the class rooms of Howard Law School in the seventies and eighties.

From a handful of students who borrowed books from their professors, from a room over a store at 7th and F Streets, a great law school has been built. It has won its place in the Association of American Law Schools, a tribute to its faculty, its excellent library and physical equipment, its curriculum and approved system of instruction, and, best of all, to the results it is achieving. I am proud to feel that down near the corner stone of it all and between some of the stones above, three generations of Birneys, aided by the idealism of a great forbear, have helped put in the mortar of its permanency. Our work there now is done; I believe it was well done and that Howard University Law School will progressively continue its place in the educational need of its being.¹⁹

¹⁹D. S. Birney (a letter in possession of Walter Dyson), March 17, 1932.

XXIX. *Academic Freedom*

Several of the founders of Howard University objected to accepting financial aid offered by the Freedmen's Bureau. They were sincerely fearful that the officers of the Bureau would ultimately destroy the independence of the group as a whole.¹ The Bureau represented the Federal Government. For years this fear haunted the Trustees. The officers of the University in their official reports were, therefore, afraid to state all of the truth. The Commissioner of Education, gathering material for the *Special Report* on Education which he published in 1871, after reading the *Annual Report* of the President of the University, wrote the Secretary of the University to send him something definite; that the *Annual Report* of the president was full of high-sounding expressions which he could not use.² The president was afraid to publish the facts in a national election year. This is evident from the following letter:

Washington, July 31, 1868.

MY DEAR SIR:

One of our By-laws makes it the duty of the President to make an annual report to the Board, embodying such suggestions and recommendations as he may deem best for the management and improvement of the University.

We are also required to publish an annual report. What I have sketched may perhaps be something what it may be best to publish—non-committal till the political campaign is over, as to the origin of the means for the first payment on the farm, and for erecting the buildings. This is Gen. Howard's choice *now*;, next year we can tell it all.

My statements may also furnish you with some facts and dates with which you may not be familiar. You can enlarge *ad libitum*, or erase.

Our meeting is to be at Gen. Balloch's, 541 H Street, next Monday evening, at 7½ o'clock.

Truly yours,
E. W. ROBINSON,
Sec. H. Univ.³

The Federal Government, however, was not hostile to the

¹*M of B*, April 29, 1867; The *Report* of E. Whittlesey, Financial Agent to the Board, July 2, 1867.

²See Bibliography, pp. 1-2.

³*Howard University Manuscript Records*, 1868.

University. To secure the appropriation each year required very little of his time, said President Patton.⁴ Not only was the Board of Trustees free to speak and act but also the individual members of the Board and the individual members of the faculty. From the beginning each individual connected with the University was made a committee of one to work in behalf of the University.⁵ There is a tradition that during the 90's, the Federal appropriation for one year was saved by the good judgment and quick action of a professor—Wm. H. H. Hart.⁶ Naturally this action on the part of individual members of the University and the success of such action in behalf of the University, suggested to them that they might work in their own behalf. So they did with much success.

This extreme freedom of speech and action on the part of each officer of the University more than once embarrassed the administration. Early in the history of the University, individual trustees were forbidden to speak officially for the University.⁷ Professors were warned in 1897. But not until 1910 were the professors curbed. That year it was

Resolved, that the practice of making personal application for appointment or advancement in salaries based on other than merit as teachers in the University through political influence or other than the properly constituted authorities be forbidden on penalty of dismissal.⁸

But it was not until the close of the World War that a strong and concerted opposition to academic freedom at the University developed. There was great fear in some quarters that the University was becoming communistic. During 1920 Senator Reed Smoot informed his colleagues that a pamphlet on communism was in the library of Howard University and that he would oppose any appropriation for the school until it was withdrawn. He said:

Mr. President, Howard University, in the District of Columbia, is partially maintained by appropriations from the Treasury of the U. S. I have had handed to me one of the books of the Library of Howard University. I notice that the book is by Albert Rhys Williams. The title of it is "Seventy-

⁴*Report of the President*, 1887.

⁵*Report of Special Committee of Trustees*, February 24, 1872.

⁶The late Kelly Miller told it.

⁷*The Report of the Special Committee of the Board*, February 24, 1872.

⁸*M of B*, May 26, 1891; *M of B*, May 24, 1910.

six Questions and Answers on the Bolsheviks and Soviets." I simply rise at this time to express my opinion of this work and also to express the hope that, if Howard University intends to keep such literature in their Library to be read by the students attending that University, they will not ask for future appropriations from the Treasury of the United States.

I understand that the book is being used not only by the students but by some of the professors of the University. I think it would be a very good thing, if I had the time, to read some of the statements in it, but I have not the time this morning. I simply rise at this time to give notice that if such literature as that is to be used in Howard University, as far as I am concerned, I shall never vote for the appropriation of another dollar for the institution.⁹

Seeing this statement from Smoot's speech in the evening press, J. Stanley Durkee, President of Howard University, read the pamphlet and ordered its removal from the library. Then he wrote as follows:

Howard University,
Office of the President,
Washington, D. C., Jan. 10, 1920.

Hon. Reed Smoot,
Senate Office Building, Washington, D. C.

My Dear Senator Smoot: I noticed in *The Evening Star* of Jan. 8 a statement in which you were calling attention to a certain book which was alleged to be circulating in Howard University regarding the bolshevik and soviet.

I wish to say that I have looked the matter up very carefully and the report enclosed in this letter will give you absolute facts regarding the situation.

Frankly, Mr. Senator, after having read the pamphlet I agree with you that such false statements ought not to be circulated, and, in my judgement the Government should suppress the printing of such pamphlets as these. I only regret that my attention was not called to the matter before it was necessary to give it to the public, for, as doubtless you well know the damaging statement will go to the end of our country, while the ameliorating facts which we are now stating will not be given much credence by the newspaper world. May I ask from you, Mr. Senator, an appointment, that I may sit down and chat with you for a few moments over some of the great questions which are perplexing me in my work here? I should esteem this as a personal favor, and I think it would be of vast good for our America.

With kind personal regard and the greetings of each season, I remain,

Respectfully yours,

J. STANLEY DURKEE,
President.¹⁰

⁹*The Evening Star*, Washington, D. C., January 8, 1920, p. 2, col. 4; *The Morning Post*, Washington, D. C., January 9, 1920, p. 10, col. 5; *The Congressional Record*, 66 Congress 2d Session, January 8, 1920, pp. 1213; 1423-1424.

¹⁰President Durkee to Senator Smoot, January 10, 1920.

About four years later Francis J. Grimke, D.D., the pastor of a church in Washington and a trustee of Howard University, was invited to address the annual convocation of the School of Religion of Howard University upon the subject, "What is the Trouble with Christianity Today." So stinging were his remarks that, again, several congressmen opposed the appropriation for the University. Representative James F. Byrnes of South Carolina said:

I would not for an instant hold an institution responsible for a speech or a sermon delivered by any man who comes before it. I am complaining only because this is a member of the board of trustees, charged with the control of the institution.¹¹

President Durkee deplored this action of the congressmen saying:

It was difficult to understand how the entire University could be held accountable for a speech delivered on the college campus before members of an institution which receives no money nor support from the government and which is entirely independent of the university itself.¹²

In reply to this statement, Representative Byrnes said:

I know that the President of that university, realizing that such an appropriation is unwise states that no part of the funds are used for the maintenance of the theological seminary, and I make that statement in fairness to him. He says that no part of the fund is used to maintain the school of religion, but I tell you that the dollars that come from the Treasury of the United States are not marked. They go into the treasury of the university just as other funds do. More than 50 per cent of the funds of the university come from the United States Government, and when a man says the dollars that come from the United States are not used to maintain the theological seminary, he might as well argue with equal force that they are not used to pay a professor in mathematics or a professor in law. Those funds go into the common funds of the university. The Congress ought to know, if they are going to vote for this proposition, that they are voting funds to maintain a school of religion not authorized by law, and I want to call attention to the kind of religion that is taught in that school of religion. The Rev. Francis J. Grimke, a member of the board of trustees, in an address delivered by him at the seventh annual convocation of the school of religion of Howard University on November 20, 1923, declared among other things:

"Here in this city we have a federation of churches—a federation of what churches? a federation of white churches. The very fact that such a federa-

¹¹*The Evening Star*, Washington, D. C., January 30, 1924, p. 12, "Funds for Howard Slashed by House."

¹²*Ibid.*

tion exists in this city shows what kind of Christianity we have here; what kind of Christianity is represented in these churches. It is not a federation of Christian churches, but a federation of white churches, which shows that the churches, consciously or unconsciously, are standing for a Christianity that lays greater emphasis upon the color of a man's skin than upon his Christian character."

Again in the same address he said: "We have also in this city a white Y.M.C.A. and a white Y.W.C.A., from which colored people are excluded, and excluded because they are colored, because they happen to be of another race variety. The very fact of the existence of such associations is a standing reproach to the Christianity they represent."

Further on he said: "I have very little faith in the Christianity of Mr. Woodrow Wilson; but what he says in his article, 'The Road Away from Revolution,' in the August number of the *Atlantic Monthly*, is well worth careful consideration. 'Our civilization,' he says, 'cannot survive materially unless it is redeemed spiritually. It can be saved only by becoming permeated with the spirit of Christ and being made free and happy, by the practices which spring from the spirit.' True, true; but how can our civilization become permeated with the spirit of Christ when professing Christians like Mr. Woodrow Wilson and Mr. William Jennings Bryan, outstanding figures in the church, go on preaching and practicing the kind of Christianity which they represent."

Again: "And there is no better place to hold up that fact than here, in connection with this convocation, held under the auspices of the school of religion of this university. It is a burning shame that we are under the domination of a Christianity that discriminates against human beings, made in the image of God, and for whom Christ died, on account of race and color."

Further on he said: "And in the effort that must be made to rescue the Christianity of today from the spirit, the unbrotherly, unchristian spirit that now has possession of it, if our faith is weak, and if we are not willing to go to school if need be, not willing to suffer, we wont be of much service. Very little can be expected in this great moral and religious crusade that must be waged from the timorous, the half-hearted, the cowardly . . ."¹³

Now for seven years thereafter there was comparative calm at the University. During this period, the administration changed. When the next strong opposition to academic freedom at the University materialized in 1931, Mordecai Wyatt Johnson was president.

During the first five years of his administration President Johnson was busy reorganizing the University and demanding justice for the Negro race at the hands of the American people as a whole. His activity in both directions was objected to particularly by vested interests. Many a Demetrius accused

¹³*Congressional Record*, House, March 13, 1924, p. 4096.

him of preaching communism. "And the whole city was filled with confusion."¹⁴

The Afro-American gave the following long and interesting account of one of the large mass meetings which were held from time to time in Washington, D. C., during this excitement:

CAPITAL, NATION, JOIN IN FIGHT FOR H. U. PREXY

Like an unmasked battery of gatling guns against the carefully manoeuvred intrigues seeking to remove Dr. Mordecai Johnson from the presidency of Howard University, students, clergymen, Elk officials and laymen began rallying to his support Saturday and before the trustee board meeting, Tuesday, Washington en masse was valiantly supporting him.

Vociferous in their endorsements, throngs of citizens swarmed into the Florida Avenue Baptist Church, Saturday night, and hordes of Howard students jammed the Andrew Rankin Chapel, Monday morning.

BIG MASS MEETING

These two meetings were just a preliminary to the mammoth mass-meeting, Monday night, at the Metropolitan Baptist Church, when Bishop E. D. W. Jones, Grand Exalted Ruler J. Finley Wilson, William C. Hueston, Elk commissioner of education and assistant U. S. postoffice solicitor, clergymen and students yelled disapprobation at the insidious attacks on "free speech and Negro leadership."

The students threatened to strike, Bishop Jones has promised a defection in Republican votes, and the trouble makers have been warned by the public outbursts that they will be relegated to the scrap heap for their attacks. The meeting attracted approximately 2,500 persons.

Following the first address by Bishop E. D. W. Jones, a resolution adopted by 208 members of the Baptist Ministers' Conference and another by 350 members of the Past Exalted Rulers' Council of Elks were read. Other speakers were: the Rev. R. W. Brooks, pastor of the Lincoln Temple Congregational Church; the Rev. Walter H. Brooks, for more than fifty years pastor of the Nineteenth Street Baptist Church; the Rev. H. D. Tillman, of the John Wesley A. M. E. Zion Church; from the Baptist Conference, the Revs. J. L. Loving, George A. Parker, C. Y. Harris; and the following students: Pauline Myers, Samuel Howard, Merrill Brooks and H. A. Nyanbongo.

It was brought out in the talks by the students that white students in local institutions have promised to stage a sympathetic strike should the pleas of the masses be ignored.

MANY TELEGRAMS

Telegrams voicing approval of Dr. Johnson's administration were received from the following persons: New York, the Rev. George Simms, pastor of Union Baptist Church; Oklahoma, E. W. Perry; Chicago, L. K. Williams, president of the National Baptist Convention with a membership of more than

¹⁴*Acts of the Apostle*, 19:23-41.

3,000,000 persons; Louisville, Ministers of the City; J. W. Williams; Richmond, W. T. Johnson, pastor of the First Baptist Church; Baltimore, Baptist Ministers' Conference; New York, C. S. Brown, president of the Lott Carey Conventions; Richmond, Gordon B. Hancock, director of the Torrence Schools in Virginia; Louisville, Bishop George Clements; Chicago, Bishop W. W. Walls; Los Angeles, Bishop J. W. Martin; Ministers Meeting of Spartansburg, S. C.; Ministers of Columbia, S. C.; Alabama, B. G. Shaw.

Lauding the trustee board in their selection of Dr. Johnson, Bishop Jones said in part: "We wish to assure the world that 11,999,996 Negroes in the United States are behind, and only four against him." Representative Will Wood, white, of Indiana, chairman of the House Appropriation Committee, was assailed by the bishop.

The sympathies of Mr. Wood have been played upon by Negro traitors and white folk tools, and he has been sought by those cowards who could not fight their own selfish battles.

WARNS REPUBLICANS

I warn the Republican party tonight that they must be cautious about what they hear and whom they appoint as heads of our bureaus. If any man has used his relationship with that party to destroy Dr. Johnson, the six million voters will answer at the polls.

Chairman Wood speaks again. This time not to stop Dr. Johnson, but as he is in the stopping business he wants to warn the country against aiding the veterans of our late war. Tell him for us that we would rather have a depleted treasury than a depleted manhood.

We do not believe that there is a Congressman, not even Representative Wood, who would give Howard an appropriation to make pigmies and cowards, when they give the Annapolis and West Point millions to make brave and daring men to lead our forces in time of national need. Dr. Johnson trains heroes of peace as well as for the country's defense.

RIFT NOT AIRED

The recent rift in the Elks Big Three, Wilson, Hueston and Perry W. Howard, legal advisor of the Elks, caused by the latter's attack on Dr. Johnson as being "temperamentally unfit," upon Assistant Solicitor Hueston for supporting Dr. Johnson, as well as upon Bishop Jones, was not aired when Grand Exalted Ruler Wilson gained the floor, although many expected him to flay Howard for his questionable actions in the Howard University matter.

Mr. Wilson said in part: "We have been facing a crisis for 25 years. Everytime we get somewhere, some mean white man or some Jim Crow Negro is ready to pull us down. When you find these back door Negroes, these rank Uncle Toms who attempt to discuss the name of Dr. Johnson, whose shoe lace they are not worthy of touching, attempting to destroy our hero, our master, I am calling upon you to defeat these low men, these mad dogs, politically, fraternally, religiously and in every other way."

Dr. Johnson's crime is that he spoke for his people. Every red-blooded Negro wants everything the white man wants. When a man tells you that he does not want political and social equality, he is a liar.

Here Mr. Wilson observed that we formerly had 3,000 clerks in the government service, but that these have dwindled to approximately less than half of that number. He ascribed this fact to the Uncle Toms.

HUESTON SUPPORTS WOOD

Before stating his endorsement of President Johnson, Assistant Solicitor Hueston called Representative Wood a friend of Howard as far as appropriations are concerned. He explained that the representative had received his information regarding the situation from a source different to that of other supporters.

Mr. Hueston cautioned the gathering that something more than enthusiastic gatherings were necessary to help Dr. Johnson because of the nature of the attack which he said has been brewing a long while.

The highest men in the nation are sold on the belief that Dr. Johnson believes in Communism. When you see big white men interested in such matters, some Negro who he believes, has been talking with him. I have been warned that I would be responsible for the utterances the preachers might make here tonight, but if they want to crucify, let them go ahead.

The criticism on Dr. Johnson hinged on a statement in which he remarked that it would be well to watch Russia or any agency seeking to uplift humanity.

Where in the name of God is there anything Communistic about that? Mr. Hueston queried.

The speaker warned that if the malicious forces now seeking to oust Dr. Johnson were successful, the opportunity to have unfettered leadership will be a lost cause. "Men will know that they cannot speak for the common weal," he concluded.

Speakers at the Sunday night meeting which deplored the attacks on Dr. Johnson included the Revs. H. T. Gaskins, E. C. Smith, George A. Parker, W. D. Battle, W. A. Taylor, George W. Brent, William A. Gray, and R. A. Fairley.¹⁵

The Trustees not only did not dismiss President Johnson, but in reappointing him issued this statement:

The President of Howard University, in the five years he has filled the position, has shown a vision and a quality of leadership which cannot be excelled. The trustees believe that they have found in him a man capable of bringing Howard University to its goal; an institution of learning second to none, dedicated to the mental and spiritual advancement of Negro Americans.

Certain statements have appeared in the public press which would seem to question the patriotism of the president of Howard University. These newspaper reports do not represent the opinion of trustees and the educational community at Howard. The trustees of Howard University unhesitatingly affirm their faith in our president's loyalty to the American Government and

¹⁵*The Afro-American*, Baltimore, Maryland, April 18, 1931, "Capital, Nation Join in Fight for H. U. Prexy."

to the principles on which it is founded. He is carrying forward that work of thoughtful patriotism and service which has characterized Howard University for sixty-four years and which it is the inflexible purpose of the board of trustees to continue.

It is hereby voted that a committee of three members of this board be appointed who shall investigate the origin and the contributing factors of these newspaper reports and that they return their findings to this board.¹⁶

The people as a whole approved the action of the Trustees gladly. Especially did the students who cheered, started bonfires and tolled the University bell.¹⁷ But the opponents of President Johnson did not desist. His every utterance was carefully scanned. When in 1933 he was again questioned in Congress concerning his attitude toward communism, he said:

I am not a Communist. I am always on my guard against any dogmatic panacea for the settlement of the complex difficulties which confront us in the modern world. On the other hand, I am not in accord with those who believe that the best way to deal with Communism is to persecute those who believe in it. And I am not of the opinion that patriotism requires any thoughtful man to subscribe to the doctrine that there is nothing good in the Russian experiment. The determination of the leaders of this movement to make use of modern scientific and technical resources to emancipate the masses of the people from poverty and its ills, including the disease of acquisitiveness, is a commanding undertaking which no modern nation can ignore.

The enthusiasm and devotion with which they give themselves to their major purpose is suggestive of the kind of idealism which religion has always felt to be precious. The way to meet this new movement is not to persecute those who believe in it, or merely to focus attention upon the errors and perversities which may appear therein, but to beget on our own soil and in a manner consistent with the religious and political beliefs of our fathers, a movement which sets forth objectives no less splendid and which can arouse the wholehearted allegiance of our citizens. Many men in America are trying to do this. Their work is timely, their patriotism is wise, and their following will increase.¹⁸

But this did not satisfy his opponents. Two years later, President Johnson presided at a Conference held at the University under the auspices of the Department of Social Sciences. The meetings were addressed by socialists and communists and others. Because the presiding officer made no protest to the

¹⁶*The Afro-American*, Baltimore, Maryland, April 18, 1931, p. 1, "Johnson Wins Student Cheer."

¹⁷*Ibid.*

¹⁸*The Afro-American*, Baltimore, Maryland, June 24, 1933.

statements made by the various radicals, he was accused of being too intimate with "publicans and sinners."¹⁹

The climax came a week or two later, during a visit of certain members of the Appropriation Committee of the House of Representatives to the University. On this occasion the Honorable Arthur Mitchell, the representative from the state of Illinois, who had been invited to join the Committee because he was the only Negro representative in Congress, spoke freely in the presence of the president of the University and the students against the tendency of the University toward communism. He intimated that the United States would not support Howard University if it insisted on its right to such freedom of speech. The members of the visiting committee were not all of the same opinion. One or two supported President Johnson, the others were of the opinion of Representative Mitchell. However, when the committee left the University, no one of them was in doubt as to the attitude of President Johnson toward academic freedom at the University. In substance he said it would be better that Howard University close its doors or struggle along as best it can without congressional support than to surrender the right of academic freedom.²⁰

For this statement President Johnson was strongly supported as well as severely criticised. Among his critics was Dean Emeritus Kelly Miller, who said:

. . . . On Thursday, May 23, you invited the sub-committee of Congress having in charge Howard appropriations to visit the university and observe and examine into its workings. Congressman Arthur Mitchell, the only colored member of that body, though not a member of the committee, was invited to accompany it because of his obvious interest in the institution.

Mr. Mitchell expressed the hope that the university is not inculcating such radical teachings as he had heard it was doing. You took this as a pretext to defend liberty of speech with a plausible eloquence for which you are famous, and the glib recital and fervid declamation of an eighteenth century Libertarian, winding up with the assertion that you would rather Howard University forego Congressional appropriation than suffer curtailment of the freedom of speech.

This sonorous assertion sounds well in the abstract, but the liberty of speech which you were defending was the right to advocate the overthrow of the government by revolution and violence as has been indulged by various speakers at the recent conference.

¹⁹*Ibid.*, June 5, 1935.

²⁰*Ibid.*

What right had you to commit the university in such a serious matter without authorization of the board of trustees? You not only challenged Congressman Mitchell to his face, but defied the Congress of the United States

You were chosen to safeguard the welfare of the university, not to jeopardize its existence. Your judgement was as miserable as your courage was admirable—but in a college president, discretion is the better part of valor.

That the university did not authorize you to commit it to any such policy might be seen from the fact that under your predecessor, President Durkee, when it was known that the university had in its library a book bearing on Sovietism, Senator Smoot, then chairman of the finance committee, stated that unless this book was forthwith withdrawn from the library the university would receive no further support from the government, the book was withdrawn the self-same hour.

The trustees upheld President Durkee in this action. This change of attitude shows what a drift to the left has taken place under your leadership

You possess the endowment and psychology of a prophet, who always has a fanatic fringe and sees sights and hears voices, not visible to the ordinary eye or audible to the ordinary ear²¹

Among President Johnson's supporters was Harold Ickes, the Secretary of the Interior, under whose official jurisdiction Howard University came. Secretary Ickes said:

The preservation of academic freedom, the maintenance of the civil liberties guaranteed in the Constitution, out of which the right of academic freedom grows, is of extraordinary importance to this nation at this time. The truly educated, and by that I mean those who have trained minds that they use, must gravely heed the signs of danger that are implicit in the attacks on academic freedom that have become more and more threatening during recent months. The sinister purposes of those who would establish a Fascist state on our free American soil are clear from the very nature of this bold assault upon our institutions of higher learning.²²

Thus, the fear which haunted the officials of the University from the beginning, namely: that the Federal Government was hostile to freedom of speech at Howard University, was dispelled—it is hoped—forever.

²¹*The Afro-American*, Baltimore, Maryland, June 1, 1935.

²²Harold Ickes, "The Need for Academic Freedom," March 27, 1935, *Bulletin of the American Association of University Professors*. November, 1935, XXI, No. 7, pp. 562-565.

XXX. *The Capstone of Negro Education*

In 1931, the Federal Government in cooperation with private philanthropy and the Trustees of Howard University began a long-time program of development for Howard University.

From February 11, 1929 to December 13, 1931, a group of men called together by the Secretary of the Interior, Roy O. West, composed of Louis C. Cramton, Burton L. French and William W. Hastings, representing the House Appropriation Committee; Laurence C. Phipps, representing the Senate Appropriation Committee; E. B. Fox, representing the Bureau of the Budget; Arthur J. Klein, representing the Interior Department including the Office of Education; M. O. Dumas, John R. Hawkins, C. H. Pope, Victor B. Deyber, Mordecai W. Johnson and Emmett J. Scott, representing the Board of Trustees of Howard University; and Edwin R. Embree, representing private philanthropy—including the General Education Board, the Rockefeller Foundation, and the Rosenwald Foundation—met from time to time, to consider the problem of educating the Negro in the United States, and the relation which the Federal Government and private philanthropy should sustain toward the control and support of Negro Education.¹

This round-table conference was brought about by the insistent effort of Mordecai W. Johnson, president of Howard University. President Johnson had been encouraged in his effort in this connection by several *Reports* and, finally, by an *Act* of Congress legalizing the appropriations for Howard Univer-

¹*Hearing before Subcommittee of House Committee on Appropriations, Interior Department Appropriation Bill for 1932, 71 Congress, 3rd Session, Washington, D. C., U. S. Govt. Printing Office, 1930, pp. 670-676; Ibid., 1933, p. 1053 and foot-note; "Statement of Dr. Mordecai W. Johnson, President, and Dr. Emmett J. Scott, Secretary-Treasurer of Howard University, before Sub-committee Hearings for Interior Bill," Saturday, November 17, 1928.*

sity.² A *Report* in 1909 by Dr. L. C. LeBeuf, chairman of the Louisiana State Medical Society emphasized the need of state and national aid for Negro education. Abraham Flexner of the Carnegie Foundation for the Advancement of Teaching called attention in 1910 to the unique position of Howard University for a first class School of Medicine. In 1925 Robert J. Leonard made a survey of Howard University for the Trustees and found the University worthy of financial support.³ An encouraging *Report* by Fred Zapffe, Secretary of the Association of American Medical Colleges, on the School of Medicine of Howard University was published in 1927. The next year a *Survey* of Negro Colleges and Universities by the Office of Education of the Department of the Interior was published. These five reports pointed out directly or indirectly that Howard University, because of its foundation and location was worthy of unlimited development.⁴

A ten-year development program was finally recommended by the round-table conference. The program was formerly approved by the Board of Trustees of Howard University on November 15, 1930, by the Secretary of the Interior on November 20, 1930, by the Commissioner of Education on November 20, 1930, and by the Committee on Appropriations of the House of Representatives.⁵

It was agreed in the beginning of the conference, by those concerned, namely, the Federal Government, private philanthropy, and Howard University—that there was a need for a well equipped university in the United States for Negroes primarily; that Howard University was the logical school to be developed, but should continue to be a private school; and that, gradually, the Federal Government should reduce its financial support while Howard University and private philanthropy should increase their contribution, to the end that, in time, the Federal Government should contribute less than fifty per cent of the budget.⁶

²Approved December 13, 1928, Public, No. 634, 70th Congress, XLV, p. 1021.

³*Facts, 1918-1926*, Washington, D. C., 1925, p. 7.

⁴*Subcommittee Hearings for Interior Bill*, for 1932 and 1933.

⁵*Subcommittee Hearings for Interior Bill*, 1932, pp. 673-675.

⁶*Ibid.*

To be exact, the Federal Government agreed to appropriate an average sum of \$1,100,000 toward each of ten successive steps in the physical-plant-development program of the University. The Trustees of the University agreed to supplement, from private contributions or otherwise, each such Federal appropriation to the extent of one-third thereof. The use of the University's portion, however, was not to be restricted necessarily to the project or projects involved in the immediate Government appropriations.⁷

During the first five years, the plan was to develop the University, physically and in personnel, sufficiently to care for the present student body of about twelve hundred. During the next five years, it was decided to develop the University, physically and in personnel, sufficiently to care for four thousand students. In time, the University was to increase its income sufficiently to maintain the University with less and less support from the Federal Government each year until the Federal Government would be appropriating about one-third of the total budget. The aim of this program was to make Howard University the capstone of Negro education by 1950.⁸

It was the aim of O. O. Howard in the beginning to establish colored schools of every grade "from the infant class to the university" and as soon as these schools were in active operation "as in Massachusetts or Ohio" to transfer them from the care of the Federal Government to the state in which they were located or to the association who had purchased the land. In this system of education Howard University was designed "to afford an opportunity of liberal education to freedmen and their children from all parts of the United States . . ."⁹ But the slow and unsteady growth of the endowment funds and other income, and the irregularity and uncertainty of Federal support, made any consistent growth of the University impossible. The idea, however, continued in the minds of the officials and in the records. In 1904 President Gordon referred to Howard University as the capstone of Negro education.¹⁰ About 1920,

⁷*Ibid.*

⁸*Ibid.*

⁹*Report of O. O. Howard, The Commissioner of the Bureau, November 1, 1867, p. 74; Report of O. O. Howard, October 14, 1868, p. 46; Report of General C. H. Howard, The Assistant Commissioner, October 10, 1868, p. 13.*

¹⁰John Gordon, *Inaugural Address*, 1904.

James Hardy Dillard made a similar reference to Howard University.¹¹ At one time it was thought that by establishing an Agricultural Department the University might secure sufficient funds from the Federal Government to develop the University more completely. Such a Department would make the University eligible for large and regular appropriations under the Morrill Act. The Agricultural Department was a failure.¹² In agreeing in 1928, to appropriate annually for the University, the Federal Government placed the University on the same basis as the land-grant colleges.

By 1950 Howard University is to be so developed in physical plant and personnel as to be able to provide graduate facilities for the promising young men and women of the race who have successfully pursued undergraduate work in some local school. It is hoped that the States will cease competing with one another in their educational offerings and that they will cooperate with private philanthropy to the end that certain educational centers may be developed throughout the country. A start in this direction may be seen in the present development at Nashville, Tennessee, where Fisk University and Meharry Medical College cooperate; at Atlanta, Georgia, where Atlanta University, Morehouse and Spelman Colleges cooperate, and at New Orleans, Louisiana, where Straight University and New Orleans University have been combined into Dillard University.¹³

Already an atmosphere in which scholarship may flourish is being developed at Howard University. This is being brought about by providing adequate dormitory and library facilities. Furthermore in order to suggest that life on the campus is a thing apart from the regular routine life of Washington, D. C., the campus has been inclosed with a high iron fence. Within this inclosure the School of Law has been brought to bring the law students from the city into an atmosphere of scholarship.

¹¹*Howard University* (a Folder printed ca 1920), p. 5.

¹²It was closed about 1925.

¹³Fred J. Kelly, "An Outsider's View of Howard University"; D. O. W. Holmes, *The Evolution of the Negro Colleges*, pp. 192-210; "Jim Crow Educational Appeasement," *The Afro-American*, January 21, 1939. Editorial on Lloyd Gaines vs. Canada.

Along with these physical improvements which are necessary for the promotion of scholarship, there is a development in personnel. The faculty is being increased year by year; the best prepared men are being employed; higher salaries are being paid; and part-time work is being discontinued. For the first time since its founding the School of Law and School of Medicine, each, has been provided with an adequate faculty of full-time men.

While, for many years to come, undergraduate work is to be continued at the University, Howard University ultimately will be a fully equipped graduate and professional school—a center for the scientific study of race relations in all their implications.

In the light of this program of development, it is interesting to learn of a suggestion which was made some 70 years ago for the future development of Howard University. It was said:

As Washington, one of these days, will be given up to the institutions of learning—for we cannot conceive to what other use the public buildings can be appropriated when the people demand the removal of the National Capital to a secure position in the interior of the country—it is well to know what initial preparations are on hand of an educational character in a city which stands a good chance of becoming the Oxford and Cambridge of our country—in other words the greatest, if not the only bona fide University seat of America.

Howard University, it would seem, comes in first for consideration. It was established in part by funds set aside by Congress, for the benefit of the "freedmen and refugees" but is open to both white and blacks. Its present buildings are amply sufficient being stately in appearance, large well appointed and complete in detail. They are situated in the northern limits of Washington and command an extensive view and have around them finely planted and sedulously cultivated grounds. It was intended to supplement the Freedmen's schools of lower grade in the South of which some two thousand have been established since the war and to be a nursery for qualifying teachers as well as for imparting instruction in the higher branches. It has a preparatory department of 250 students and a full corps of teachers and a collegiate department of two or three small classes, the standard of admission being kept purposely high. The law school under the care of Prof. John M. Langston—whose name is familiar to all like that of Frederick Douglass as a man of rare ability and power—is highly prosperous. In January next it will graduate 47 members. The lectures and recitations embrace a complete course of instruction in common and commercial law, equity, jurisprudence and kindred subjects. The Medical department has a large number of professors and has also the advantage of a hospital for aged, infirm deranged and imbecile freed-

men on the grounds. There are in addition, military, commercial, musical and agricultural departments.

That accomplished gentleman and truly christian soldier, Gen. O. O. Howard, whose name the University appropriately bears, is the president and without compensation overlooks all the affairs, giving to it such time as can be spared from his duties as an army officer. Associated with him are Gen. Whittlesey and other devoted men, who have labored faithfully in behalf of the freedmen. With the increasing disposition on the part of the colored race to be educated every succeeding (year) will add to the duties and responsibilities of Howard University and the present building will soon be inadequate. Its mission is to look after the educational interests of five million people—about $\frac{1}{8}$ of the whole number in the United States. What a grand spectacle of poetic justice would be presented, if as a natural sequence of the entrance of the dusky race¹⁴ into the hall of National Legislature the noble structure itself should be devoted to the mental cultivation of the hitherto proscribed and recently enslaved people, for whom this nation can hardly perform enough in the way of good to wipe out the accursed injustice practiced upon them for generation after generation.

When asked in the future "What shall be done with the present Capitol in case of removal?" the answer is now ready: "Give it to Howard University" freely and thus make, even in a small way what restitution we can for years of complicity in sustaining that, sum of all villianies, Human Slavery.¹⁵

¹⁴The first Negro representatives and senators.

¹⁵*Daily Gazette*, Edward Russell, Editor, Monday morning, December 19, 1870 (Scrapbook, Vol. IV).

XXXI. *Conclusion*

Like the history of Europe, the history of Howard University is easily divided into four periods: an early period, a period of confusion, a middle, and a modern period. The early period in the history of Howard University from 1866 to 1874, like that of Europe, was one during which soldiers were in control. Its Ceasar was Oliver Otis Howard, upon whose retirement confusion reigned. The second period, from 1874 to 1877, was therefore a period of disorder—anarchy. With the coming of William Weston Patton in 1877, the third or middle period began, which continued to the coming of Mordecai Wyatt Johnson in 1926. During this third period, powerful barons arose—the deans and other administrative officers. It is the rise and decline of administrative officers which furnishes the theme of these years. As the administrative officers retired, the faculty emerged, and within the faculty a renaissance appeared. This quest for new learning tended to elevate the faculty to a position of control. With this tendency toward a more democratic control, the University entered its modern period.

During the first thirty-five or forty years of its existence, Howard University was not primarily a school. It was, during that period, primarily a social center. The chief emphasis then was upon the life of the students in the dormitories, the prayer meetings, the Sunday school, the daily, compulsory chapel attendance. The library was not the center of life on the campus. Indeed the library, such as it was, was open but six hours each day. Not until the first decade of the twentieth century was emphasis shifted to scholarship; not until then were better library facilities provided, and the scholarship of the teachers seriously encouraged—in short, not until the twentieth century did scholarship probably and not character-building, become the chief concern.

In-so-far as Howard University has been a school, it has been compelled to meet the competition of the schools of Washington, D. C., and of the country. To secure an adequate en-

rollment, those in control have not hesitated to lower the curriculum. But when an adequate enrollment was assured, gradually the standard of the University was raised. At first an elementary school, then a high school and later a college, it is today an incipient university.

The raising of the standard of Howard University because of the competition of the schools of the United States will continue to be the policy of those in control. Howard University of the future will of necessity be a graduate school. Medicine, the Social Sciences, Music, Engineering and Architecture, Law and Religion will be developed. But because of the slow but sure spread of the ideals of Christianity and of democracy, together with the influence of such Supreme Court decisions, as the decision in the Gaines case, and because of the tendency on the part of organized, private philanthropy, to develop educational centers such as the one at Nashville, Tennessee; Atlanta, Georgia, and New Orleans, Louisiana, it will be possible for the great majority of the youth of the United States to secure the education desired in their own state or at least nearer home. It will be unwise to pay railroad fare to Washington, D. C., and tuition to attend Howard University when the same type and quality of education may be secured at much less expense nearer home. The undergraduate schools of Howard University will slowly succumb to the competition of these local schools.

While raising the standard of Howard University elevated it above the competition of the local schools, it, at the same time, created another serious problem for the administration. The higher standard necessitated the employment of better trained teachers. Slowly, therefore, there was gathered at the University a large number of well-trained Negro scholars. These Negro scholars are of the first ripe fruits of Negro education. Trained far beyond the Negro masses, they stand out isolated. Of this isolation they are justly proud and often justly show, in some cases, that they feel their importance. They do not, however, in some cases, appreciate sufficiently the importance of cooperation. Thus the problem of the administration at Howard University is to weld this first generation of Negro scholars into an efficient faculty. When this has been completed, much of the confusion at Howard University will cease.

XXXII. *The Charter of Howard University March 2, 1867*

The first charter drafted by the incorporators had been reported to the Senate of the United States when the founders realized that their scheme was too narrow. It was then decided to establish a university and not a college. Another charter was prepared. Both charters follow:

AN ACT TO INCORPORATE "THE HOWARD UNIVERSITY," IN THE DISTRICT OF COLUMBIA

Be it enacted by the Senate and House of Representatives of the United States of America, in Congress Assembled.

SECTION 1. That there be established, and is hereby established, in the District of Columbia, a University for the education of youth in the liberal arts and sciences, under the name, style, and title of "the Howard University."

SECTION 2. And be it further enacted, That Samuel C. Pomeroy, Charles B. Boynton, Oliver O. Howard, Burton C. Cook, Charles H. Howard, James B. Hutchinson, Henry A. Brewster, Benjamin F. Morris, Danforth B. Nichols, William G. Finney, Roswell H. Stephens, E. M. Cushman, Hiram Barber, E. W. Robinson, W. F. Bascom, James B. Johnson, and Silas L. Loomis be, and they are hereby declared to be, a body politic and corporate, with perpetual succession in deed or in law to all

A BILL TO INCORPORATE "THE HOWARD UNIVERSITY."

REPORTED JANUARY 23, 1867

To Incorporate the Howard University in the District of Columbia.

SECTION 1. Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there be erected, and hereby is erected, in the District of Columbia, a college for the instruction of youth in the liberal arts and sciences, the name, style, and title of which shall be "the Howard University."

SECTION 2. And be it further enacted, That Oliver O. Howard, Charles B. Boynton, Samuel C. Pomeroy, Charles H. Howard, Henry A. Brewster, Benjamin F. Morris, Danforth B. Nichols, William G. Finney, Roswell H. Stevens, Burton C. Cook, E. W. Cushman, James B. Hutchinson, H. Barber, E. W. Robinson, W. F. Bascom, J. B. Johnson, and Silas L. Loomis be, and they are hereby declared to be, a body politic and corporate, with perpetual succession

intents and purposes whatsoever, by the name, style, and title of "the Howard University," by which name and title they and their successors shall be competent, at law and in equity, to take to themselves and their successors, for the use of said University, any estate whatsoever in any messuage, lands, tenements, hereditaments goods, chattels, moneys, and other effects, by gift, devise, grant, donation, bargain, sale, conveyance, assurance or will; and the same to grant, bargain, sell, transfer, assign, convey, assure, demise, declare to use and farm let, and to place out on interest, for the use of said University, in such manner as to them, or a majority of them, shall be deemed most beneficial to said institution; and to receive the same, their rents, issues and profits, income and interest, and to apply the same for the proper use and benefit of said University; and by the same name to sue and be sued, to implead, and be impleaded, in any courts of law and equity, in all manner of suits, actions, and proceedings whatsoever, and generally by and in the same name to do and transact all and every the business touching or concerning the premises: Provided, That the same do not exceed the value of fifty thousand dollars net annual income, over and above and exclusive of the receipts for the education and support of the students of said University.

SECTION 3. And be it further enacted, That the first meeting of said corporation shall be holden at the time and place at which a majority of the persons herein above named shall assemble for that purpose; and six days' notice shall be given each of said corporators, at which meeting said corporators may enact By-Laws, not inconsistent with the laws of the

in deed or in law, to all intents and purposes whatsoever, by the name, style, and title of "the Howard University," by which name and title they and their successors shall be competent, at law and in equity, to take to themselves and their successors, for the use of said college, any estate whatsoever, in any messuage, l a n d s, tenements, hereditaments, goods, chattels, moneys, and other effects, by gifts, bequest, devise, grant, donation, bargain, sale, conveyance, assurance, or will; and the same to grant, bargain, sell, transfer, assign, convey, assure, demise, declare to use and farm let, and to place out on interest for the use of said college in such manner as to them, or a majority of them, shall be deemed most beneficial to said institution; and to receive the same, their rents, issues and profits, income and interest, and to apply the same for the proper use and benefit of said college; and by the same name to sue and be sued, to implead and be impleaded, in any courts of law and equity, in all manner of suits, actions and proceedings whatsoever, and generally by and in the same name to do and transact all and every business touching or concerning the premises: Provided, That the same do not exceed the value of fifty thousand dollars, net annual income, over and above and exclusive of the receipts for the education and support of the students of said college.

SECTION 3. And be it further enacted, That the said corporation shall adopt a common seal, under and by which all deeds, diplomas and acts of the said college or corporation shall pass and be authenticated, and the same seal at their pleasure to break and alter, or devise a new one.

SECTION 4. And be it further en-

United States, regulating the government of the corporation.

SECTION 4. And be it further enacted, That the government of the University shall be vested in a Board of Trustees of not less than thirteen members, who shall be elected by the corporators at their first meeting. Said Board of Trustees shall have perpetual succession in deed or in law, and in them shall be vested the power hereinbefore granted to the corporation. They shall adopt a common seal, which they may alter at pleasure, under and by which all deeds, diplomas, and acts of the University shall pass and be authenticated. They shall elect a President, a Secretary and a Treasurer. The Treasurer shall give such bonds as the Board of Trustees may direct. The said Board shall also appoint the professors and tutors, prescribing the number and determining the amount of their respective salaries. They shall also appoint such other officers, agents or employees, as the wants of the University may from time to time demand, in all cases fixing their compensation. All meetings of said Board may be called in such manner as the Trustees shall prescribe; and nine of them so assembled shall constitute a quorum to do business, and a less number may adjourn from time to time.

SECTION 5. And be it further enacted, That the University shall consist of the following departments, and such others, as the Board of Trustees may establish—first, normal; second, collegiate; third, theological; fourth, law; fifth, medicine; sixth, agriculture.

SECTION 6. And be it further enacted, That the immediate government of the several departments, sub-

acted, That no misnomer of the said corporation shall defeat or annul any donation, gift, grant, devise, or bequest to or from the said corporation.

SECTION 5. And be it further enacted, That the said corporation shall not employ its funds or income, or any part thereof, in banking operations or for any purpose or object other than those expressed in the first section of this act; and that nothing in this act contained shall be so construed as to prevent Congress from altering, amending or repealing the same.

(SENATE BILL 529, PRESENTED BY
HON. HENRY WILSON,
JANUARY 23, 1867.)

ject to the control of the Trustees, shall be entrusted to their respective faculties, but the trustees shall regulate the course of instruction, prescribe, with the advice of the professors, the necessary textbooks, confer such degrees, and grant such diplomas, as are usually conferred and granted in other Universities.

SECTION 7. And be it further enacted, That the Board of Trustees shall have the power to remove any professor or tutor, or other officers connected with the Institution, when, in their judgment, the interests of the University shall require it.

SECTION 8. And be it further enacted, That the Board of Trustees shall publish an annual report, making an exhibit of the affairs of the University.

SECTION 9. And be it further enacted, That no misnomer of the said corporation shall defeat or annul any donation, gift, grant, devise, or bequest, to or from the said corporation.

SECTION 10. And be it further enacted, That the said corporation shall not employ its funds or income, or any part thereof, in banking operations or for any purpose or object other than those expressed in the first section of this act; and that nothing in this act contained shall be so construed as to prevent Congress from altering, amending, or repealing the same.

Approved March 2, 1867.

14 STAT. L., 438.

XXXIII. *The Personnel of Howard University from 1867 to 1940**

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Abrahamson, Ernest.....	Rom. Lang.....	1939-	Ph.D.
Achille, Louis T.....	French	1931-	Licencie es Lettres
Ackiss, Smallwood	Medicine	1929-	M.D.
Adams, George L.....	Medicine	1935-	M.D.
Adams, George W.....	Medicine	1921-	B.S., M.D.
Adams, Numa P. G.....	Chemistry	1912-1940	A.B., A.M., M.D.
Adams, Roy D.....	Medicine	1908-1922	M.D.
Addison, Richard.....	Clerk	1927-1936	
Aden, Alonzo	Art Gallery	1931-	A.B.
Akers, John F.....	Supt. of Grds.....	1890-1920	
Alexander, Earl R.....	Law	1928-1929	S.B., LL.B.
Alexander, Robert E.....	Clerk	1922-	
Alexander, Virginia M.....	Medicine	1938-	B.S., M.D.
Allan, Lulu	Library	1906-1920	
Alleger, Walter W.....	Medicine	1893-1927	M.D.
Allen, Charles A.....	Medicine	1930-	M.D.
Allen, Elijah H.....	Medicine	1930-1937	M.D.
Allen, Maryrose Reeves	Phy. Ed.	1925-	S.B., M.A.
Allen, William D.....	Music	1929-1936	Mus.B.
Alpher, Isadore M.....	Medicine	1932-1936	M.D.
Alston, Alberta.....	Clerk	1936-	B.S., M.S.
Alvord, Julia.....	Normal Dept.....	1868-1870	
Amis, Mary A.....	Dietitian	1934-1936	B.S.
Anderson, Felix A.....	Medicine	1926-1927	S.B., M.D.
Anderson, Mary A.....	Eng. & Hist.....	1900-1907	B.S.
Anderson, Merton B.....	Bacteriology	1930-	B.S., M.S.
Anderson, Robert E.....	Clerk	1938-	LL.B.
Anderson, Thomas J.....	Education	1930-	A.B., A.M.
Archer, Elinor M.....	Stenographer	1936-1937	
Archer, Thersa	Clerk	1938-	
Armistead, Carolyn	Clerk	1921-1922	
Ash, William M.....	Dentistry	1893-1896	D.D.S.
Ashley, Hezekiah L.....	Medicine	1931-	M.D.

*The dates and subjects in this chapter are approximate in many cases.

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Atkinson, Amy Jones	Secretary	1927-	-
Atwood, Lottie	Eng. & Hist.	1904-1906	A.B.
Augusta, Alexander T.	Medicine	1868-1879	M.D.
Austin, Simon A.	Medicine	1934-	S.B., M.D.
Auzenne, Jr. Gustav	Ass't. Treas.	1930-	B.S., M.B.A.
Avant, William G.	Bookbinding	1891-1892	-
Avery, Richard	Clerk	1914-1916	-
Baer, Werner	Economics	1939-1940	Ph.D.
Bagusin, Alexis	Medicine	1923-1925	A.B., M.D.
Bailer, Lloyd H.	Economics	1940-	A.B., A.M.
Bailey, Alice E.	Art	1931-1933	A.B., A.M.
Bailey, Bruce K.	Medicine	1930-	M.D.
Bailey, E. D.	Religion	1895-1897	-
Bailey, Henry L.	Technician	1934-	A.B., M.S.
Baker, Harley E.	Pharmacy	1928-1930	S.B.
Baker, Violetta	Shorthd. & Typ.	1893-1895	-
Baldwin, Percy L.	Military Science	1924-1927	Captain, U.S.A.
Baldwin, Simeon E.	Law	1894-1895	-
Balloch, Edward A.	Medicine	1880-1929	M.D., A.M., F.A.C.S.
Balloch, George W.	Treasurer	1867-1871	-
Baltimore, Pansy	House Director	1934-1937	A.B.
Banks, Alida P.	Acting Dean	1931-1938	B.S., A.M.
Banks, Richard E.	Medicine	1933-1936	Phar.C., M.D.
Barber, Amzi L.	Normal School	1868-1873	A.M.
Barber, Hiram	Medicine	1867-1868	M.D.
Barbour, James	Technician	1931-	-
Barker, Annie R.	Training Sch.	1898-1918	Ph.B., A.M.
Barlow, Alice P.	Training Sch.	1904-1905	-
Barnes, Robert P.	Chemistry	1922-	A.B., A.M., Ph.D.
Barnes, W. Harry	Medicine	1932-	M.D.
Barnes, William H.	Medicine	1931-	M.D.
Barrier, Fred P.	Dentistry	1906-1934	D.D.S.
Barrington, M. A.	Elocution	1904-1905	-
Barfows, Bella C.	Medicine	1871-1872	M.D.
Bartsch, Paul	Medicine	1901-1933	M.D.
Bascom, William	Greek	1868-1877	A.M., LL.B.
Bauduit, William J.	Mathematics	1912-	S.B., S.M.
Baughner, H. Louis	Greek	1882-1883	D.D.
Baxter, John C. B.	Medicine	1873-1879	M.D.
Bayen, Dorothy H.	Secretary	1931-1935; 1940-	-
Beard, Katherine E.	Secretary	1920-1935	-
Beam, Henry D.	Law	1870-1876	LL.B.
Beckham, Albert	Psychology	1923-1928	A.B., A.M.
Behrend, Sidney	Medicine	1904-1907	M.D.
Behringer, C. F.	French & Ger.	1874-1876	-

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Bell, William Y.	Religion	1935-	A.B., A.M., B.D., Ph.D., D.D.
Belt, E. Oliver	Medicine	1889-1906	M.D.
Bennett, Gwendolyn B.	Art	1924-1927	
Bennitt, W. W.	Medicine	1870-1871	M.D.
Bentley, Edwin	Medicine	1868-1870	M.D.
Bentley, John E.	Religion	1928-1934	A.B., A.M., S.T.B., M.R.E., Th.D.
Berliner, Seigfried	Commerce	1939-	Ph.D.
Berry, Augustus	Printer	1929-1930	
Berry, Clarence E.	Animal Caretr.	1933-1936	
Betts, Tiney W.	Clerk	1937-	
Biggins, Wittie A.	Secretary	1938-	B.S.
Billings, William	English	1913-1916	
Binford, Henry Francis	Engineering	1934-	S.B.
Birch, Ruth Redd	Art	1935-	B.Ped., A.B., A.M.
Birney, Arthur A.	Law	1879-1917	LL.B.
Birney, Dion S.	Law	1914-1930	A.B., LL.B.
Birney, Theodore W.	Law	1894-1896	C.E., LL.B.
Birney, William A.	Law	1882-1892	
Blackburn, Armour J.	Field Agent	1940-	A.B., A.M.
Blackshear, William T.	Medicine	1899-1903	M.D.
Blair, Christine H.	Preceptress	1918-1919	
Blair, David	Medicine	1871-1872	M.D.
Blanchard, James	Military Science	1921-1924	Captain, U.S.A.
Blatt, Albert H.	Chemistry	1932-	S.B., A.M., Ph.D.
Bloedorn, Walter A.	Medicine	1926-1931	M.D.
Blue, G. S.	Bookkeeper	1872-1873	
Board, Eva R.	Botany	1923-1925	Phar.C.
Boettcher, Henry J.	Military Science	1939-	Major, U.S.A.
Bogle, Catherine	Clerk	1931-1933	
Bogue, A. P.	Medicine	1873-1881	M.D.
Bohannon, Alonzo	Finance	1928-1933	A.B., M.B.A.
Bond, Clementine	Stenographer	1938-	
Bond, James P.	Life Insurance	1918-1921	
Boome, Vera W.	Telephone Op.	1931-1935	A.B.
Booth, Dorothy J.	Library	1936-	
Booth, Fenton W.	Law	1921-1930	LL.B.
Booth, Kyle	Theology	1930-1931	A.B., B.D.
Bosfield, Jane	Secretary	1920-1936	
Botts, J. W.	Physics & Chem.	1903-1904	A.B.
Boulding, Ruffin	Clerk	1923-1925	
Bow, Cyril	Architecture	1928-1933	B. of Arch.
Bowen, Addie G.	Model School	1873-1895	
Bowen, J. W. E.	Theology	1890-1891	Ph.D.

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Bowers, Henry	Engineer	1903-1907	
Bowie, Carrie E.	Nurse	1925-1929	
Bowie, James F.	Clerk	1913-1916; 1920	
Bowker, Charles W.	Medicine	1907-1909	M.D.
Boyd, Benjamin D.	Dentistry	1922-1923	D.D.S.
Boyer, LaVerne M.	Education	1937-1939	S.B., M.S.
Boykin, Eugene	Economics	1932-1934	
Boynton, Charles B.	President	1867-	D.D.
Bracey, Helen Harris	Education	1930-1937	A.B., Ph.B., M.A.
Brackett, J. E.	Medicine	1876-1913	M.D.
Bradford, Harry J.	Drawing	1892-1911	
Bradley, Clara B.	Dietetics	1928-1929	
Bradley, Roland W.	Clerk	1914-1919	
Brady, St. Elmo	Chemistry	1919-1927	A.B., A.M., Ph.D.
Branch, H. Q.	Teachers Coll.	1904-	
Brawley, Benjamin	English	1910-1937	A.B., A.M., Litt.D.
Brent, Albert	Clerk	1920-1921	
Brent, John E.	Architect	1931-1932	
Brice, George E.	Clerk	1917-1918	
Brice, John J.	University Bnd.	1927-	Sergeant, U.S.A.
Briggs, Martha B.	Normal	1873-1889	D.D.
Bristol, F. M.	Religion	1898-1899	
Brooker, Nettie	House Director	1934-1936	A.B.
Brooks, Carroll	Medicine	1938-	M.D.
Brooks, Robert P.	Normal	1873-1874	A.B.
Brooks, Jacqueline	Education	1931-1932	A.B., A.M.
Brooks, Robert W.	Religion	1929-	A.B., A.M., B.D.
Brooks, Walter H.	Religion	1896-1913	A.B., D.D.
Brown, Alonzo H.	Mathematics	1908-1926	A.B., A.M.
Brown, Andrew J.	Dentistry	1895-1930	D.D.S.
Brown, C. W.	Printing	1894-1895	
Brown, Dorothy R.	Library	1936-1937	A.B., S.B.
Brown, Ella Albert	Library	1923-	A.B., S.B.
Brown, Elsie Hetta	History	1917-1918	A.B.
Brown, Grace A.	Music	1915-1917	
Brown, Henrietta	Education	1937-	A.B., A.M.
Brown, Hilda	Clerk	1936-	
Brown, Hugh M.	Military Dept.	1870-1871	
Brown, Jane E.	Normal	1883-1884	
Brown, John M.	Religion	1870-1873	
Brown, John W.	Religion	1871-1891	D.D.
Brown, Julia Douté	Medicine	1936-	B.S., M.D.
Brown, Julia	Clerk	1912-1914	
Brown, Lucius H.	Medicine	1920-1927	M.D.

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Brown, Mary Edna.....	History	1914-1918	A.M.
Brown, Mary L.....	Training School.....	1892-1893	
Brown, Myrtle H.....	Clerk	1916-1919	
Brown, Randolph K.....	Pathology	1939-	M.D.
Brown, Sara W.....	Medicine	1908-1911	M.D.
Brown, Sterling A.....	English	1929-	A.B., A.M.
Brown, Sterling N.....	Religion	1892-1930	A.M., B.D.
Brown, William O.....	Sociology	1937-	A.B., A.M., Ph.D.
Brownlow, Raymond A.....	Social Science	1939-	A.B.
Browning, James B.....	History	1930-1937	A.B., A.M.
Bruce, Laura L.....	English	1901-1904	
Bruce, Roscoe C.....	Education	1908	A.B.
Brumbaugh, Clement L.....	Elocution	1894-1895	A.B.
Bruner, Roland	Medicine	1936-	B.S., M.D.
Bryan, Bertha S.....	Secretary	1937-	B.S.
Bryant, J. Edmund.....	Psychology	1930-1935	B.S., M.S.
Buckner, William N.....	Woodwk, Drwg.....	1917-1923	
Buhrer, J. D.....	Religion	1920-1922	
Bulkley, C. H.....	Librn., Eng.....	1882-1891	D.D.
Bullock, Erma Adams.....	Clerk	1935-	
Bumbry, C. Sylvester.....	Clerk	1923-1827	
Bunche, Ralph J.....	Political Science.....	1928-	A.B., A.M., Ph.D.
Bundy, James F.....	Law, Secy-Treas.....	1890-1914	A.M., LL.M.
Bundy, Robert F.....	Assistant	1936-1937	B.A.
Burbank, Annie F.....	Domestic Sci.....	1904-1906	
Burbank, Caryl.....	Medicine	1905-1932	M.D.
Burch, Charles E.....	English	1921-	A.B., A.M., Ph.D.
Burge, Edna L.....	Research Asst.....	1935-1936	A.B.
Burgess, Myrtle.....	Music	1911-1912	
Burleigh, Alston	Music	1926-1927	Mus.B.
Burnett, Leonie W.....	Education	1931-	S.B.
Burr, Jr., John H.....	Phy. Ed.....	1923-	B.P.E., A.M.
Burr, Sarah Q.....	Clerk	1924-1925	
Burrell, Helen W.....	Rom. Lang.....	1923-	A.B.
Burrell, Roberta.....	Clerk	1932-1933	
Burrows, Arthur B.....	Pharmacy	1901-1909	Phar.D.
Burton, Andrew F.....	Pharmacology	1935-	B.S., M.D.
Burton, Carrie	Stenography	1909-1913	
Burton, Frank H.....	Engineering	1914-1915	C.E.
Burwell, Hartford R.....	Medicine	1924-1936	A.B., M.D.
Buscheck, Alfred J.....	Law	1931-1936	J.S.D., A.B., LL.B.
Busey, Emil S.....	German	1929-1931	A.B., A.M.
Bush, Paul.....	Clerk	1938-	
Bush, John C.....	Tailoring	1903-1904	
Butcher, Jr., James W.....	English	1934-	A.B.

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Butler, Agnes R.	Secretary	1938- ..	
Butler, Charles H.	Religion	1920-1922 ..	A.B., B.D.
Butler, C. H.	Religion	1893-1904 ..	
Butler, George O.	Economics	1910-1911 ..	A.B., M.A.
Butler, Grace B.	Stenographer	1929- ..	
Butler, John G.	Religion	1871-1891 ..	D.D.
Butler, W. K.	Medicine	1906-1909 ..	M.D.
Byrne, Francis	Military Science	1925-1930 ..	
Byerly, Theodore C.	Zoology	1929-1930 ..	Ph.D.
Cahen, Alfred	Social Work	1935-1936 ..	A.B., M.A., Ph.D.
Caliver, Ambrose	Education	1937- ..	Ph.D.
Callis, Henry A.	Medicine	1931-1936 ..	B.S., M.D.
Callis, Myra C.	Social Work	1935- ..	B.S., M.A.
Calloway, Caroline	Clerk	1916-1919 ..	A.B.
Camp, Lillia	Preparatory	1871-1874 ..	
Campbell, Carrington	Social Work	1931-1932 ..	J.S.B., LL.B.
Campbell, T. A.	Dentistry	1899-1901 ..	D.D.S.
Capott, Victoria R.	Secretary	1930- ..	
Cardozo, Francis L.	Latin	1871-1872 ..	A.B.
Cardozo, William W.	Medicine	1937- ..	A.B., M.D.
Carl, E. C.	Printing	1889-1890 ..	
Carpenter, J. E.	Medicine	1883-1889 ..	M.D.
Carr, Arthur D.	Medicine	1930- ..	M.D.
Carrington, William E.	Religious Educ.	1937- ..	A.B., B.D., A.M., S.T.M.
Carrington, William O.	Religion	1920-1937 ..	D.D.
Carroll, Alice M.	Miner Hall	1910-1911 ..	
Carroll, Harry Leroy	Education	1915-1918 ..	
Carroll, Orlando	Custodian	1937- ..	
Carroll, Jr., Julius S.	Sacred Music	1939- ..	Mus.B.
Carruthers, Ben F.	Rom. Lang.	1937- ..	S.B., M.A.
Carson, Simeon L.	Medicine	1929-1937 ..	M.D.
Cassell, Albert I.	Architecture	1920-1938 ..	B.S.
Cassell, Oliver B.	Engineer	1931-1933 ..	
Cathrell, G. M.	Phys., Chem.	1903-1905 ..	A.B.
Cayton, Nathan	Law	1930-1939 ..	LL.B., LL.M.
Cecil, Anna M.	Bookkeeping	1912-1918 ..	
Cephas, Charles R.	Medicine	1930-1931 ..	M.D.
Chambers, Gladys A. R.	Piano	1933- ..	B.S.M.
Chase, Henry L.	Music	1891-1892 ..	
Chase, Hyman Yates	Zoology	1934- ..	B.S., M.S., Ph.D.
Chen, Shih-Chang	Physics	1931-1933 ..	S.B., M.S.
Cheyney, Jespyre E.	Medicine	1869-1872 ..	M.D.
Chickering, J. W.	Pedagogy	1900-1903 ..	A.M.
Childers, Lulu V.	Music	1905- ..	B.Mus.

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Clair, Matthew W.	Religion	1911-1912	D.D.
Claman, Samuel	Nature Study	1911-1912	A.B.
Clark, Edward O.	Religion	1929-1937	A.B., M.A., B.D.
Clark, Felton G.	Education	1931-1935	A.B., M.A., Ph.D.
Clark, Isaac	Religion	1891-1919	A.B., D.D.
Clark, Kenneth B.	Psychology	1936-1937	A.B., S.M.
Clarke, Frank W.	Chem., Phys.	1873-1874	S.B.
Clayborne, Moses	Zoology	1912-1913	A.B.
Clayton, Roscoe	Military Science	1922-	-
Clement, A. B. C.	Medicine	1887-1888	M.D.
Coates, Morris A.	Bookkeeper	1935-	-
Cobb, James A.	Law	1916-1936	LL.B.
Cobb, Wm. Montague	Medicine	1932-	A.B., M.D., Ph.D.
Cobham, William	Latin	1912-1913	A.M.
Cogswell, Theodore	Law	1930-	LL.B.
Cohen, Alfred	Social Work	1935-	Ph.D.
Cohen, Charles C.	Piano	1921-	B.Mus.
Cohen, Roger S.	Psychiatry	1925-1928	Litt.D., M.D.
Colbert, Melvin	Clerk	1922-1923	-
Coles, C. C.	Law	1897-1903	-
Coles, John A.	Secretary	1869-1872	-
Cole, Joseph H.	Football Coach	1936-1937	S.B.
Coleman, Frank	Physics	1914-	S.B., S.M.
Coleman, Grace	English	1920-	S.B., S.M.
Coleman, Madeline V.	Theory	1938-	Diploma in Mus.
Coleman, William	Physics	1913-	A.B., A.M., B.P.
Collins, Albert R.	Medicine	1908-1910	M.D.
Collins, Elmer E.	Pathology	1939-	A.B., M.D., Ph.D.
Collins, Florence	Clerk	1928-1933	B.A.
Collins, George C.	College	1870-1871	-
Collins, George F.	Law	1915-1917	LL.B.
Conley, Samuel O.	Military Science	1934-1935	-
Connor, Lulu E.	Cataloguer	1909-1913	-
Cook, Belle M.	Model School	1879-1882	-
Cook, Charles C.	English	1892-1910	B.L., LL.B.
Cook, Coralie Franklin	Public Speaking	1899-1903	-
Cook, Elizabeth A.	French and Ger.	1889-1935	-
Cook, Ezra Albert	Religion	1916-1920	A.M., Ph.D.
Cook, Frank R.	Medicine	1922-1932	S.B., M.D.
Cook, George William	Secretary	1881-1932	A.B., M.A., LL.M.
Cook, Hugh O.	Supply Clerk	1938-	-
Cook, John H.	Law	1875-1879	M.A.
Cook, Julian A.	Architect	1929-	-
Cook, Mary M.	Piano	1893-1895	-
Cook, Oliver	Clerk	1932-1933	-

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Cook, Samuel LeCount	Medicine	1924-	M.D.
Cook, Mercer	Rom. Lang.	1927-1936	A.B., A.M.
Cook, Walter Wheeler	Law	1932-1934	A.B., M.A., LL.B., LL.M.
Cook, Christopher	Botany	1912-1918	A.B.
Coombs, Anna R.	Massage	1900-1903	
Combs, John H.	Normal	1867-1868	M.A.
Cooper, Chauncey Ira	Pharmacy	1935-	Phar.C., S.B., M.S.
Cooper, Ollie Mae	Secretary	1913-	LL.B.
Cooper, Stewart R.	Chemistry	1922-	S.B., S.M., Ph.D.
Copeland, Edgar	Medicine	1918-1929	M.D.
Cornely, Paul B.	Medicine	1934-	A.B., M.D., Dr.P.H.
Corner, Mary T.	Matron	1869-1872	
Cornish, Pinyon L.	Medicine	1929-	B.S., M.D.
Corprew, Theodore E.	Medicine	1938-	M.D.
Costley, Gladys M.	Cafeteria	1930-1933	B.S.
Costan, Jean	Music	1937-1938	Mus.B.
Coulter, A. Barklie	Medicine	1937-	A.B., M.D.
Courtney, William T.	Chief Engineer	1936-	
Cox, Elbert F.	Mathematics	1929-	A.B., Ph.D.
Craighead, James	Religion	1879-1891	D.D.
Crane, Emma L.	Model School	1869-1873	
Crist, R. F.	Chemistry	1897-	
Cromwell, John W.	Controller	1930-1933	A.M., C.P.A.
Crummell, Alexander	Religion	1895-1897	D.D.
Culemann, Helgo W.	Zoology	1930-1931	Ph.D.
Cummings, George J.	Latin	1885-1935	A.B., M.A., Th.B.
Cummings, Geo. McL.	Religion	1929-1931	A.B., Th.D.
Cunningham, Raymond	Bookkeeper	1938-	
Curley, Clarence	Clerk	1915-	A.B., LL.B.
Curtis, Arthur L.	Medicine	1915-1936	M.D.
Curtis, Austin M.	Medicine	1898-1939	A.M., M.D.
Curtis, Gertrude E.	Phy. Ed.	1922-1925	
Curtis, Merrill H.	Medicine	1922-1928	A.B., D.D.S., M.D.
Cushman, E. M.	Secretary	1867	
Cushman, H. O.	Secretary	1890-1891	A.M., LL.B.
Cutting, Reginald A.	Medicine	1934-1935	A.B., M.A., M.D., C.M.
Dabney, Lillian G.	Education	1939-	A.M.
Dabney, Ruth	Clerk	1939-	
Daley, Tatham	Rom. Lang.	1934-1935	A.B., M.A.
Daniel, Allen M.	Law Library	1931-	LL.B.
Daniel, Walter G.	Librarian	1929-	A.B., B.Ed., Ph.B.
Daniels, Uriah J.	Medicine	1923-1933	M.D.
Darwin, Charles C.	Religion	1873-1874	
Davis, Alonzo J.	Psychology	1932-1933	S.B., A.M.

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Davis, Carrie C.	Medicine	1896-1898	M.D.
Davis, Clarence W.	Education	1928-	Ph.B., A.M.
Davis, Edward P.	Latin	1907-1938	A.B., A.M., Ph.D.
Davis, Frank F.	Pharmacy	1894-1895	Phar.C.
Davis, George W.	Medicine	1912-1914	M.D.
Davis, Jr., Henry T.	Pathology	1938-	M.D.
Davis, H. Porter	Medicine	1896-1931	M.D.
Davis, Jackson L.	Dentistry	1928-	A.B., LL.B., D.D.S.
Davis, John A.	Political Science	1935-1936	A.B., A.M.
Davis, Mark	Dentistry	1903-1906	D.D.S.
Davis, Raymond A.	Medicine	1923-1929	M.D.
Davis, Stephen S.	Engineering	1938-	B.S. in M.E.
Day, Carolyn B.	Public Speaking	1931-1933	A.B., A.M.
Dean, Milton T.	Com., ROTC	1919-1922	Major, U.S.A.
DeBose, Tourge	Music	1917-1918	
Decatur, William J.	Manual Trng.	1905-1912	A.B.
Decourt, Julian	Military Science	1921-1922	Capt., U.S.A.
Deming, Raymond M.	Engineering	1911-1912	B.C.E.
Dennard, T. Harrison	Pharmacy	1938-	B.S.
De Riemer, W. E.	Religion	1897-1898	D.D.
Devine, E. T.	Social Service	1928-1929	
De Vermond, Kai	Voice	1938-	Mus.B., M.S.
Dickerson, Cleo M.	Music	1924-1925	Mus.B., M.M.
Dickinson, Alice R.	Assistant	1922-1927	
Dickinson, Maude	Clerk	1920-1922	
Diggs, James R. R.	French	1917-1918	D.D.
Diggs, Mary Huff	Child Welfare	1938-	A.B., A.M.
Dingle, Annie L. McC.	History	1917-1918	A.B., A.M.
Dingle, John Gordon	Physics	1917-1919	A.B.
Dismukes, Henry D.	Medicine	1937-	B.S., M.D.
Dixon, James A.	Printer	1929-1931	
Dixon, Marion	Printer	1930-1931	
Dixon, Russell A.	Dentistry	1929-	D.D.S., M.S.D.
Dodson, Joseph N.	Medicine	1929-	A.B., M.D.
Dolmage, Mahram	Medicine	1908-1912	D.D.S.
Donald, Henderson H.	Economics	1928-1937	A.B., A.M., Ph.D.
Donawa, Arnold	Dentistry	1921-1931	D.D.S.
Dorce, Eugenia	Assistant	1938-	
Dorman, Horatio	Medicine	1920-1930	A.B., M.D.
Dorsey, Cora E.	Shorthand, Typ.	1894-1933	
Dorsey, Emmett E.	Political Science	1929-	A.B., M.A.
Douglas, Ethyl C.	Clerk	1912-1920	
Douglass, Joseph H.	Violin	1911-1912	
Dowling, Mary H.	Bookkeeper	1919-	
Dowling, James C.	Ophthalmology	1917-	M.D.

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Downing, Lewis K.	Engineering	1924-	A.B., S.B., M.S.E.
Drain, Dale D.	Law	1928-1930	A.B., LL.B.
Drew, Charles R.	Medicine	1935-	A.B., M.D., C.N.
Dudley, Leonea B.	Public Speaking	1929-	A.B., M.A.
Dufour, Clarence R.	Pharmacy	1891-1896	Phar.D.
Dufour, Grace R.	Music	1886-1887	
Dufour, John F. R.	Dentistry	1886-1892	D.D.S.
Dumas, Michel O.	Medicine	1901-1909	M.D., Phar.C.
Duncan, Edith L.	Stenography	1938-	
Duncan, George S.	Religion	1897-1898	Ph.D.
Duncan, R. Todd	Music	1930-	A.B., M.A.
Dunger, Florence	Clerk	1930-1934	
Dunham, Albert M.	Philosophy	1930-1936	Ph.B., A.M.
Dunne, Anna Bartch	Medicine	1903-1932	M.D.
Durkee, J. Stanley	President	1919-1926	A.M., Ph.D.
Dyer, Joseph F.	Medicine	1930-	M.D.
Dykes, Eva Beatrice	English	1929-	A.B., A.M., Ph.D.
Dykes, Florence M.	English	1917-1918	A.B.
Dymond, LaRue	Clerk	1930-1934	
Dyson, Walter	History	1905-	A.B., M.A.
Dyson, Mary Peyton	Library	1917-1922	
Early, Preston W.	Linotypist	1931-1932	
Earnest, J. P.	Law	1901-1902	LL.M.
Eason, J. Corbett	Technical Asst.	1937-	B.S., M.S.
Eastman, William R.	Financial Mgr.	1888-1890	
Eaton, Daniel L.	Commer. Dept.	1870-1874	
Ebersole, S. C.	Diet., Matron	1898-1903	
Ecker, Lewis Charles	Medicine	1911-1912	M.D.
Edmonds, Daniel W.	Cashier	1918-	Ph.B.
Edwards, Davie E.	Clerk	1928-	
Edwards, Elmer D.	Dentistry	1928-1929	D.D.S.
Edwards, John F.	Botany	1928-1932	S.B.
Edwards, Thomas W.	Dentistry	1912-1935	D.D.S.
Eggleton, Gladys H.	Stenographer	1933-	
Eggleston, George W.	Dentistry	1894-1895	D.D.S.
Eichenlaub, Frank J.	Medicine	1924-1925	S.B., M.D.
Eliot, Anna R.	Clerk	1919-1920	
Elliott, Curtis G.	Gen. Foreman	1931	B.S.
Elliott, Susie A.	Dean	1939-	S.B., A.M.
Ellison, John Marcus	Religion	1934-1937	A.B., A.M., Ph.D.
Elmore, Paul L. D.	Technician	1938	B.S., M.S.
Ensley, Elizabeth	Normal	1882-1883	
Ensley, Newell H.	Normal	1882-1883	
Epps, Alberta L.	Stenographer	1928-1932	
Erving, William C.	Medicine	1906-1923	M.D.

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Estill, Thelma C.	Clerk	1929-1931	
Evans, C. Carnot	Dentistry	1929-	D.D.S., M.S.D.
Evans, D. Hobart	Religion	1929-1937	A.B., Th.B., M.A.
Ewell, Horatia	Assistant	1939-	
Ewell, John L.	Dean	1890-1910	D.D.
Exner, John C.	Dentistry	1906-1907	D.D.S.
Fairfield, Anna W.	Latin, Greek	1906-1907	A.B.
Fairfield, F. W.	Green	1874-1907	A.M.
Farmer, J. Leonard	Religion	1938-	A.B., S.T.B., Ph.D.
Farnsworth, W. A.	Religion	1894-1895	D.D.
Fawcett, Edward S.	Dentistry	1886-1887	D.D.S.
Ferebee, Claude T.	Dentistry	1929-1936	B.S., D.D.S.
Ferebee, Dorothy C. B.	Medicine	1925-	M.D.
Ferguson, Arthur W.	Architecture	1923-1933	S.B.
Fishburne, M. Ross	Religion	1898-1899	D.D.
Fisher, Charles B.	Medicine	1927-1932	A.B., M.D.
Fisher, James W.	History	1937-	A.B., M.A.
Fisher, Mabel O.	Medicine	1930-1931	M.D.
Fisher, Rudolph	Embryology	1921-1925	A.B., A.M.
Fitch, Mary A.	Botany	1919-	S.B., A.M., Ph.D.
Fitzgerald, Percy A.	Dentistry	1931-	D.D.S.
Fitzgerald, Ruth	Nurse	1938-	R.N.
Fitzhugh, Howard N.	Commerce	1934-	S.B., M.B.A.
Fleetwood, Sara	Dietetics	1900-1903	
Flemming Elinora	Clerk	1930-1936	
Fletcher, Una J.	Clerk	1928-1935	A.B.
Flipping, Janet M.	Health Service	1937-	R.N.
Florence, Charles W.	Education	1938-1939	A.B., A.M., Ph.D.
Florestano, Joseph M.	Music	1937-1938	
Floyd, E. L.	File Clerk	1938-	
Ford, Gabriel L.	Music	1870-1871	
Formwalt, Mary Viola	Music	1938-	
Forrest, Marie Moore	Dramatic Art	1920-1923	
Foster, Luther H.	Budget Officer	1936	M.B.A.
Foster, Richard	Natural Science	1883-1900	A.B., M.S.
Fountaine, Kathryn M.	Tech'an's Astt.	1940-	
Fowler, H. Atwood	Medicine	1907-1928	S.B., M.D., F.A., C.S.
Fowler, Stewart D.	Normal	1887-1890	A.B.
Francis, John R.	Medicine	1896-1913	M.D.
Francis, Milton A.	Medicine	1908-1933	M.D.
Franklin, Bostic	Social Science	1938-	A.B., A.M.
Fraser, Gertrude L.	English	1903-1904	
Frazier, E. Franklin	Sociology	1934-	A.B., A.M., Ph.D.
Frazier, Ruth B.	Secretary	1931-1933	
Frederick, Floyd W.	Engineering	1911-1913	E.E., M.S.

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<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Freeman, Charles W.	Medicine	1928-	A.B., M.D.
Freeman, George W.	Janitor	1906-1908	
Freeman, Henry W.	Medicine	1908-1909	M.D.
Friedmann, Herbert	Zoology	1931-1933	S.B., Ph.D.
Friese, Harriet C.	Kindergarten	1900-1906	
Fry, Louis E.	Architecture	1930-1933	
Fuertis, Eusebio	Spanish	1931-1933	A.B.
Fuhrmann, Charles J.	Pharmacy	1922-	Phar.D.
Fulton, Hugh K.	Religion	1921-1922	A.M., B.D.
Gager, Leslie T.	Medicine	1931-1936	A.B., M.D.
Galogly, Harry	Engineering	1921-1924	C.E.
Gardiner, Julius	Architect	1928-1932	S.B. in Arch.
Garvin, Walter B.	Dentistry	1922-	D.D.S.
Gaskin, Ambrose	Dentistry	1903-1918	D.D.S.
Gaskins, Herman	Medicine	1935-1936	B.S., D.D.S.
Gassett, Mabel D.	Clerk	1923-1928	
Gathlings, Arleathia E.	Mathematics	1927-1928	S.B.
George, E. B.	Com. Subjects	1870-1871	LL.B.
George, William C.	Clerk	1921-1922	
Gibbons, Maria	Matron	1874-1875	
Giffen, Robert Clark	Pharmacy	1930-1936	B.S.
Giles, Charles E.	Dir. of Orch.	1906-1908	
Giles, William D.	Bandmaster	1906-1909	
Gill, M.	Engineer	1910-1917	
Glenn, L. B.	Social Work	1928-1929	
Glennan, J. D.	Chemistry	1887	
Goff, Genevieve	Education	1930-1931	A.B., A.M.
Goines, William C.	Medicine	1931-1932	Ph.G., M.D.
Goldberg, Michielis E.	German	1873-1874	
Goldstein, Gwen. C.	Wom. Din. Hall	1936-	M.A.
Gomez, Eva Jones	Nurse	1929-	R.N.
Gonzales, Myrtle	Technician	1931-1932	
Gordon, Jernevieve	Clerk	1939-	
Gordon, John	President	1903-1906	D.D.
Gordon, William C.	Religion	1922-1936	A.B., B.D., A.M., Ph.D.
Gorham, Mildred S.	Secretary	1932-	
Gough, Ernest	Janitor	1931-1936	
Gough, Eugene	Head Janitor	1938-	
Gough, Sadie	Housekeeper	1931-	
Gould, Ernest M.	Dentistry	1921-1929	D.M.D.
Graffam, Walter S.	Manual Arts	1906-1909	B.S.
Graham, Neil D.	Medicine	1901-1916	A.B., M.D.
Graham, Neil F.	Medicine	1873-1928	M.D., LL.D.
Granady, Rose H.	Library	1914-1924	
Granger, James R.	Medicine	1939-	A.B., M.D.

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<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Grant, Arthur R.	Glee Club	1911-1913	
Grant, Carolyn V.	Music	1922-	A.B., Mus.B., A.M.
Grant, Bessie M.	Clerk	1919-1938	
Grant, Jr., Jason C.	English	1923-	A.B., M.A.
Gray, Anna	Library	1929-1931	
Gray, Benjamin A.	Medicine	1937-	M.D.
Gray, James W.	Bookbinding	1890-1891	
Gray, John C.	Law	1893-1894	LL.D.
Greatheart, Lillie M.	Assistant	1917-1919	
Green, Antoine E.	Bacteriology	1922-1936	Ph.G.
Green, Robert H.	Clerk	1932-	
Green, Ruth	Library	1922-1923	
Green, S. H.	Religion	1895-1897	D.D.
Green, William H.	Medicine	1930-	B.S., M.D.
Greene, Clarence S.	Medicine	1936	M.D.
Greener, Richard T.	Law	1876-1880	A.B., A.M.
Gregg, Howard Decker	Education	1929-1932	A.B., B.D., A.M.
Gregory, J. Francis	Religion	1918-1918	A.B., B.D.
Gregory, James M.	Nor. and Prep.	1868-1895	A.M.
Gregory, Monroe G.	Medicine	1937-	A.B., M.D.
Gregory, Raymond L.	Medicine	1937-	A.B., A.M., Ph.D., M.D.
Gregory, Thomas M.	English	1910-1924	A.B.
Grey, Eula B.	Preceptress	1912-1914	
Griffin, Francis E.	Architecture	1939-	B.Arch.Eng.
Griffin, J. M.	Medicine	1892-1893	M.D.
Grimke, Francis J.	Ethics	1904-	D.D.
Groomes, Roland O.	Dentistry	1938-	D.D.S.
Grossley, Helen Irvin	Domestic Sci.	1906-1914	B.S.
Guillot, Clarence A.	French	1915-1917	A.B.
Guinsburg, M.	Engineer	1907-1910	
Guy, Goldie	Music	1923-1924	B.Mus.
Gwathney, Andrew	Dentistry	1896-1900	D.D.S.
Hackney, Minnie P.	Housekeeper	1919-1932	
Haddock, Frances C.	Physical Educ.	1938-	S.B., M.S.
Hadley, Leora	Clerk	1936-1940	
Hahn, Milton	Medicine	1911-1914	M.D.
Hall, Arthur J.	Medicine	1907-1909	M.D.
Hall, Charles E.	Printing	1895-1901	
Hall, Gilbert L.	Law	1928-1930	LL.B., A.M.
Hall, G. Stanley	Pedagogy	1904-1905	Ph.D., LL.B.
Hall, Isabelle V.	Penmanship	1917-1918	
Hall, Julia R.	Medicine	1895-1900	M.D.
Hall, Marion C.	Stenographer	1931-1933	
Hall, Myrtle C.	English	1929-	A.B., M.A.

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<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Hall, R. M.	Medicine	1870-1871	M.D.
Hamlin, Teunis S.	Act. President	1891-1907	D.D.
Hansberry, Wm. Leo	History	1922-	S.B., A.M.
Hansbrouck, Ed. M.	Medicine	1908-1911	M.D.
Hansborough, Louis A.	Zoology	1928-	S.B., S.M., Ph.D.
Harden, Julia W.	Library	1938-	--
Hardwick, Marie I.	Preceptress	1909-1931	Ped.B.
Hardy, Ernest	Dentistry	1922-1929	D.D.S.
Harlan, John M.	Law	1894-1897	--
Harper, Donald M.	Medicine	1930-	M.D.
Harris, Abram L.	Economics	1927-	S.B., A.M., Ph.D.
Harris, Charles O.	Normal	1869-1870	--
Harris, Charles Y.	Dentistry	1922-1932	A.B., M.D.
Harris, E. E.	Chemistry	1894-	--
Harris, Geraldine	Clerk	1941-	B.S.
Harris, John P.	Rom. Lang.	1936-	A.B., A.M.
Harris, Leroy	Medicine	1901-1904	Phar.D.
Harris, Norman W.	Medicine	1930-	M.D.
Harris, Ruby C.	Music	1928-1930	B.S.M.
Harrison, Hazel L.	Music	1936-	--
Harrison, Joseph	Violin	1914-1922	--
Hart, William H. H.	Law	1890-1922	A.M., LL.M.
Harrub, Deborah	Secretary	1914-1918	A.B.
Harvey, Charles A.	Financial Agent	1878-1888	D.D.
Harvey, McLeod	Psychology	1913-1923	A.B., Ph.D.
Haskell, James G.	Dentistry	1901-1906	D.D.S.
Haslup, Isabell	Medicine	1898-1900	M.D.
Hastie, William H.	Law	1930-	B.A., LL.B., S.J.B.
Hatfield, Harold D.	Engineering	1912-1928	B.S.
Hawkins, Grace R.	Music	1936-	Mus.B.
Hawkins, Thomas E.	Assistant	1933-	A.B.
Hay, William P.	Natural History	1900-1907	M.S.
Hayes, Clarence A.	Physics	1912-1916	A.B.
Hayes, George E. C.	Law	1923-	A.B., LL.B.
Hayes, Raymond L.	Dentistry	1935-	A.B., D.D.S., M.Sc.
Hayling, Louise M.	Clerk	1919-1921	--
Haynes, Harold H.	Drawing	1912-1918	B.S.
Haynes, Kate C.	Matron	1872-1874	--
Hazel, William A.	Architecture	1919-1922	A.B.
Hazen, Henry H.	Medicine	1908-	A.B., A.M., M.D.
Hemby, Ernest T.	Clerk	1924-1925	--
Hendrick, Robt. McK.	Dentistry	1931-1939	S.B., D.D.S., M.Sc.
Henry, Myrtle C.	English	1929-	A.B., A.M., Ph.D.
Herring, James V.	Architecture	1921-	B.Ped. in Art.
Herskovits, Melville	Anthropology	1924-1925	Ph.B., A.M., Ph.D.

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<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Hertz, Roy	Pharmacy	1934-1936	A.B., Ph.D.
Hester, Sterling	Shoemaker	1883-1884	
Hewett, Grace	Library	1912-1916	B.S.
Hibbert, Lucien	French	1930-1931	Licenci en Science
Highwarden, Ethel	German	1906-1910	A.B.
Hill, Florence A.	Domestic Art	1904-1913	
Hill, James H.	Carpentry	1883-1884	
Hill, Lawrence A.	Library	1937-	A.B.
Hill, Remus	Supt. of Constr.	1916-	
Hill, Richard Hurst	Assistant	1932-1938	A.B., S.T.B.
Hill, Ruth Olive	Clerk	1938-	
Hill, William Allyn	Music	1935-1936	A.B.
Hillman, Bessie C.	Stenographer	1923-1924	
Hilyer, A. F.	Piano	1901-1903	
Hines, George W.	Commerce	1912-1926	A.B.
Hodgkins, James	Dentistry	1881-1901	D.D.S.
Holbrook, J.	Normal	1873-	
Holland, Mary E.	Secretary	1908-	
Holley, Emile T.	English	1928-1931	A.B., A.M.
Holmes, Agnes A.	Clerk	1923-1927	
Holmes, Dwight O. W.	Dean	1904-1937	A.B., A.M., Ph.D.
Holmes, Eugene C.	Philosophy	1932-	S.B., M.A.
Holmes, Eva B.	Director	1934-1937	A.M., Ph.B.
Honesty, Eva T. H.	Education	1929-1933	A.B., A.M.
Hood, Thomas B.	Medicine	1877-1900	
Hooper, William R.	Commerce	1870-1871	M.D.
Hope, Edward S.	Superintendent	1933-	S.M.
Hopkins, Albert W.	Postmaster	1913-1939	
Hopkins, Gertrude D.	Matron	1913-	
Hopkins, Herbert C.	Dentistry	1917-1922	D.D.S.
Hopkins, Stephen C.	Dentistry	1922-1926	D.D.S.
Hopkins, Thomas J.	Physics	1922-1926	S.B.
Houston, Charles H.	Law	1915-	A.B., LL.B., S.J.D.
Houston, Dorothy M.	Clerk	1930-1932	A.B., A.M.
Houston, Gordon D.	English	1912-1919	A.B., A.M.
Houston, Ulysses L.	Medicine	1930-	M.D.
Houston, William L.	Law	1920-1936	LL.B.
Howard, Alicia M.	Oral Hygiene	1933-	D.H.
Howard, B. M.	Sewing	1889-1904	
Howard, Charles M.	Military Science	1922-1932	Lt. Col., U.S.A.
Howard, Darnley E.	Engineering	1928-	M.E.
Howard, Geneva	Educ.-Clerk	1935-	A.B.
Howard, Ione A.	Secretary	1918-1924	
Howard, Isabelle	Sewing	1904-1906	
Howard, Oliver Otis	President	1869-1874	

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<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Howard, Wesley	Violin	1921-1927	
Howard, W. J.	Religion	1898-1899	
Howard, William J.	Medicine	1925-	M.D.
Howe, Nettie	Drawing	1893-	
Howell, Fletcher	File Clerk	1931-1933	
Howell, Phoebe A. I.	Bookkeeping	1907-1918	A.B.
Howes, Edward Lee	Medicine	1936-	B.S., M.D., M.S., Sc.D.
Howland, Clarence H.	Dentistry	1900	D.D.S.
Hughes, Albert R.	Medicine	1930-	M.D.
Hughes, William H.	Medicine	1902-1906	M.D.
Huguley, Jr., John W.	Chemistry	1928-	S.B., S.M.
Hull, George W.	Arithmetic	1904-	Ph.D.
Hunt, Mary E.	Matron	1881-1886	
Hunter, Lizzie R.	History	1892-1897	
Hunton, William A.	English	1927-	A.B., A.M., Ph.D.
Hurley, Granville W.	Architecture	1934-	B.Arch., M.Arch.
Hurst, Benoni Price	Medicine	1918-1937	A.B., M.D.
Hyman, Joshua	Diener	1936-	
Imlay, Charles V.	Law	1923-1930	A.B., LL.B.
Irwin, May	Nursing	1919-1927	R.N.
Isham, F. E.	Drawing	1871-1872	
Jack, Jr., William A.	Medicine	1900-1930	M.D.
Jackson, Algernon B.	Medicine	1921-1934	M.D.
Jackson, Cora B.	English	1908-1909	A.B.
Jackson, Florence	Clerk	1930-1935	
Jackson, Howard J.	Medicine	1929-	M.D.
Jackson, John Wesley	Religion	1916-1918	A.M., D.D.
Jackson, Lawrence	Medicine	1921-	S.B., M.D.
Jackson, Ruth M.	Social Work	1935-	Ph.B., A.M.
Jackson, Mary Howard	Art	1923-1924	
Jackson, Sojourner	House Director	1937-	S.B., A.M.
Jackson, W. T. S.	Law	1897-1898	A.M.
Jacobs, Beatrice W.	Clerk	1930-	
Jacobs, Julius B.	Medicine	1928-1930	M.D.
Jacobs, Louise	Matron	1883-1908	
James, Evangeline V.	Secretary	1937-	B.S.
James, Simon N.	Medicine	1931-1934	S.B., M.D.
James, Susie B.	Stenographer	1923-1928	
James, William T.	Normal	1884-1885	A.B.
Jason, Robert Stewart	Medicine	1932-	A.B., M.D., Ph.D.
Jasper, Ulysses A.	Technician	1922-	
Jefferson, Bernard S.	Law	1934-	A.B., LL.B.
Jeffords, Tracy L.	Law	1917-1918	Ph.B., LL.B., LL.D.
Jenifer, John T.	Religion	1894-1895	D.D.
Jenkins, Frances	Pedagogy	1908-1909	

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Jenkins, Martin David	Education	1939-	S.B., A.B., M.S., Ph.D.
Jenner, N. R.	Medicine	1892-1909	M.D.
Johnson, A. S.	Dentistry	1892-1894	D.D.S.
Johnson, Benjamin T.	Commerce	1938-1939	S.B., M.B.A.
Johnson, Campbell C.	Social Work	1918-	S.B., LL.B.
Johnson, Carrington J.	Military Science	1918-1919	Capt., U.S.A.
Johnson, C. C.	Normal	1885-1886	A.B.
Johnson, Darnelle E.	Medicine	1936-1937	B.S., M.D.
Johnson, Eugene A.	Religion	1894-1895	
Johnson, Flora L. P.	Librarian	1898-1904	
Johnson, George L.	Medicine	1932-1938	M.D.
Johnson, George M.	Law	1940-	LL.B., S.J.D.
Johnson, Grace Bagley	Clerk	1939-	
Johnson, Harold M.	Medicine	1930-	M.D.
Johnson, Irene Grace	Clerk	1914-1919	
Johnson, James B.	Secy.-Treas.	1871-1898	
Johnson, James E.	Clerk	1935-1936	
Johnson, James F.	Medicine	1907-1913	A.M., M.D.
Johnson, John B.	Medicine	1936-	B.S., M.D.
Johnson, Joseph L.	Medicine	1931-	S.B., M.D., Ph.D.
Johnson, Joseph Taber	Medicine	1867-1909	A.M., M.D., Ph.D.
Johnson, Leonard Z.	English	1917-1934	AB., A.M., S.T.B., B.D., D.D.
Johnson, Margaret E.	Secretary	1930-	
Johnson, Maurice	Medicine	1935-1936	A.B., M.D.
Johnson, Mordecai W.	President	1926-	S.T.M., D.D., LL.D.
Johnson, Pauline B.	Clerk	1938	B.S.
Johnson, Peter D.	Medicine	1935-1936	B.S., M.D.
Johnson, Philip T.	Medicine	1930-	S.B., M.D.
Johnson, Willis C.	Medicine	1930-1931	M.D.
Johnston, Virginius D.	Treasurer	1930-	M.B.A.
Joiner, W. A.	Superintendent	1904-1910	B.S.
Jones, Clarice A.	Music	1912-1913	
Jones, E. J.	Ch. Accountant	1929-1930	
Jones, Edward S.	Medicine	1935-	M.D.
Jones, George J.	Religion	1891-1894	A.M., Ph.D.
Jones, George Maceo	Architecture	1930-	B.S., M.S., Ph.D. (C.E.)
Jones, John Leslie	Chemistry	1937-	B.S., M.S., Ph.D.
Jones, Leroy H.	Art Gallery	1935	A.B.
Jones, Harry N.	Biochemistry	1939-	B.S.
Jones, Raymond Julius	Humanities	1939-	A.B., A.M.
Jones, Ruth	Clerk	1939-	
Jones, Lois Mailou	Design	1930-	
Jones, Louia V.	Music	1930-	

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Jones, Mary L.	English	1895-1901	A.B.
Jones, Richard F.	Medicine	1930-	S.B., M.D.
Jones, Sylvanus	Pharmacy	1901-1902	Phar.D.
Jones, T. Edward	Medicine	1939-	M.D.
Jones, Thomas E.	Medicine	1930-	M.D.
Jones, Thomas Eugene ..	Medicine	1917-1922	M.D.
Jones, Thomas Jesse ..	Sociology	1910-1913	Ph.D., B.D.
Jones, William H.	Sociology	1924-1928	A.B., A.M., B.D.
Julian, James S.	Bacteriology	1929-1932	B.S., M.D.
Julian, Percy L.	Chemistry	1927-1933	A.B., A.M., Ph.D.
Just, Ernest E.	English, Biology	1907	A.B., Ph.D.
Kallais, Milton A.	Law	1930-1934	LL.B., Ph.D.
Kane, Howard F.	Medicine	1923-1927	M.D.
Karpman, Benjamin	Medicine	1921-	A.B., A.M., M.D.
Keck, Maude M.	Tel. Operator	1903-1908	
Keemer, Edgar B.	Medicine	1908-1922	Phar.C.
Keene, Jesse A.	Medicine	1929-1937	B.S., M.D.
Kelly, Charles H.	Medicine	1939-	A.B., M.D.
Kelley, Clarence L.	Clerk	1921-1927	
Kellmer, Sidney	Art	1934-1935	B.F.A., A.M.
Kelson, Jacob C.	Psychology	1930-1931	A.B., A.M., Ph.D.
Kenaston, Carlos	Greek	1885-1891	A.M.
Kendall, Lucretia H.	Matron	1886-1892	
Kendrick, Ruby M.	Library	1924-1933	
Kerr, Harry H.	Medicine	1908-1922	M.D.
Ketchum, Agnes	Normal	1869-1870	
Ketchum, I. W.	Religion	1927-1928	
Kilbreth, Helen	Clerk	1910-1912	
Kimball, Edward	Military Science	1931-1935	Captain, U.S.A.
Kinball, John	Normal Dept.	1867-1868	
King, Daisy	Normal Dept.	1895	
King, Ernest F.	Medicine	1893-1894	A.B., M.D.
King, Hazel	Technician	1930-	
King, Kathleen H. J.	Medicine	1932-	S.B., M.D.
King, William H.	Sociology	1931-1935	A.B., B.D.
Kirkland, Madeline W.	Domestic Art	1927-	S.B., A.M., Ed.D.
Klemm, L. R.	Philosophy	1900-1905	Ph.D.
Knowles, Clide	Religion	1936-1937	A.B., B.D.
Knox, Ellis O.	Education	1931-	A.B., A.M., Ph.D.
Knox, William J.	Chemistry	1929-1931	B.S., M.S.
Kuznets, Solomon	Economics	1935-1936	A.B., A.M.
Kyles, Blanche M.	Clerk	1931-	A.B.
Kyles, Roger J.	Clerk	1927	
Ladrey, Henry M.	Medicine	1935-	M.D.
Lamb, Daniel S.	Medicine	1873-1928	M.D.

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Lamb, Haslup	Medicine	1899-1900	M.D.
Lamb, J. Melvin	Medicine	1886-1912	M.D.
Lamb, Robert S.	Medicine	1896-1916	M.D.
Lanauze, Jose A.	Spanish	1917-1918	S.B., S.M.
Lancaster, Alvesta	Assistant	1912-	A.B.
Landers, Gladys	Library	1931-1933	
Landers, Harry M.	Physics	1932-1933	B.S., M.S.
Lane, David E.	Secretary	1936-	B.C.S., M.P.A.
Lane, Richmond S.	Medicine	1931-1934	S.B., M.D.
Lane, Wiley	Principal	1879-1884	A.B.
Lane, Willard M.	Medicine	1918-1937	A.B., M.D.
Langon, Willexton	Timekeeper	1933-	B.S.
Langston, John M.	Law	1868-1875	LL.D.
Lapham, John R.	Engineering	1919-1922	S.B., M.E.
Lascot, Pedro	Spanish	1917-1918	
Laurey, James R.	Surgery	1935-	A.B., M.D., B.M.
Lawson, H. W.	Medicine	1908-1912	M.D.
Leary, Bernice H.	Education	1937-	Ph.B., Ph.D.
Lecompte, Calvin B.	Medicine	1925-	B.S., M.D.
Lee, Edwin H.	Latin	1911-1912	B.S.
Lee, James O.	Religion	1935-1936	A.B., B.D.
Lee, Laura V.	Director	1937-	A.B.
Lee, T. Ellsworth	Dentistry	1889-1894	D.D.S.
Lefenre, Edward L.	Medicine	1908-1909	M.D.
Leighton, Benjamin F.	Law	1880-1921	LL.D.
Leitch, William	Dentistry	1886-	D.D.S.
Lemon, J. S., Rev.	Psychology	1901-1903	
Lennox, Porter B.	Medicine	1919-	A.B., M.D.
Letcher, Henry	Art	1936-1937	
Lewis, C. Beatrice	Music	1906-1925	
Lewis, Clarence O.	Mathematics	1914-1919	A.B.
Lewis, Edward E.	Economics	1929-	A.B., M.A., Ph.D.
Lewis, Elsie W.	Secretary	1931-	
Lewis, Harold Over	History	1930-	A.B., A.M.
Lewis, Hylan G.	Sociology	1934-	A.B., A.M.
Lewis, Jesse W.	Economics	1927-	S.B., M.B.A., LL.B.
Lightfoot, Dolores	Secretary	1935-1936	
Lightfoot, George M.	Latin	1891-1938	A.B., A.M.
Lindsay, Inabel B.	Social Work	1937-	A.B., A.M.
Linnell, Frank E.	Military Science	1924-1930	Captain, U.S.A.
Lips, Julius E.	Anthropology	1936-1939	Ph.D., LL.D.
Lipscomb, George D.	English	1931-1934	A.B.
Little, Cevera R.	Medicine	1935-	M.D.
Little, George O.	Religion	1895-1926	D.D.
Little, George W. W.	Medicine	1931-1932	M.D.

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Lochard, Metz T. P.	French	1918-1928	B.èsL. B.èsD.
Locke, Alain L.	Philosophy	1912-	A.B., Litt.B., Ph.D.
Lofton, William G.	Medicine	1927-	M.D.
Lofton, Williston H.	History	1936-	A.B., A.M.
Lofton, William S.	Dentistry	1891-1892	D.D.S.
Logan, Joseph G.	Mathematics	1905-1918	Ph.B.
Logan, Rayford W.	History	1938-	A.B., A.M., Ph.D.
Lohr, Vernon J.	Medicine	1920-1931	D.D.S.
Lonewolf, Chequita	Secretary	1935-1940	
Long, Catherine	Clerk	1930-1931	
Long, Howard Hale	Biology	1916-1918	A.B., A.M., Ph.D.
Loomis, L. C.	Medicine	1868-1869	
Loomis, Silas L.	Medicine	1867-1872	M.D.
Lord, Julia A.	Normal	1867-1870	
Louden, Emma Orr	Home Econ'ics	1922-1933	
Lovell, Jr., John	English	1930-	A.B., A.M., Ph.D.
Lucas, Clarence E.	Bookkeeper	1908-1919	LL.B.
Lucas, Jr., M. Grant	Medicine	1930-1933	M.D.
Lucas, Virgil H.	Secretary	1933-1934	B.S.
Luck, Josephine Scott	Clerk	1920-1928	A.B.
Lutov, Paul T.	Religion	1938-	B.Litt.
Lyle, Chester A.	Printing	1909-1919	
Lyon, Martha Brewer	Medicine	1908-1915	M.D.
Lyon, Jr., Marcus	Medicine	1903-1919	M.D.
MacClatchie, Leslie K.	Medicine	1937-	M.D.
MacKenzie, John D.	Secretary	1908-1909	
Mackall, Myrtle	Pros. Tech.	1932-1933	
MacLear, Martha	Education	1910-1926	S.B., A.M.
Mackey, Howard H.	Architecture	1924-	B.Arch., M.Arch.
Madden, Jesse J.	Tin Work	1901-1904	
Madden, Willis A.	Tin Work	1889-1904	
Madden, O. F. M.	Tin Work	1897-1901	
Madden, Mabel A.	Librarian	1938-	A.B., A.M., B.L.S.
Madison, William J.	Dentistry	1936-	D.D.S., M.Sc.
Magruder, William F.	Medicine	1923-1925	M.D.
Malone, Stanley R.	Clerk	1921-1923	
Maloney, Charles F.	Medicine	1923	M.D.
Maloney, Lionel H.	Medicine	1935-	M.D.
Maloney, Arnold H.	Medicine	1931-	A.B., A.M., M.D., Ph.D.
Manly, John B.	Medicine	1930-	M.D.
Mann, Maria R.	Normal Sch.	1870-1872	
Marchant, Bert L.	English	1910-1912	A.B.
Marshall, Sr., Chas. H.	Medicine	1908-1933	M.D.
Marshall, Collins S.	Medicine	1895-1928	M.D.

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Marshall, Cyrus	Mathematics	1913-1918	A.B.
Marshall, E. A.	Elocution	1893-1894	
Marshall, Ernest J.	Education	1910-1921	A.B.
Marshall, Matilda	Clerk	1919-1920	
Marshall, Thurgood	Secretary	1932-1933	
Martin, Hamilton St. C.	Medicine	1913-	M.D.
Martin, James L.	Medicine	1937-	M.D.
Martin, John W.	Shoemaking	1903-1904	
Martin, Julia	Pedagogy	1909-1910	A.M.
Martin, Louis C.	Medicine	1930-	M.D.
Martin, Thomas	Medicine	1884-1939	M.D.
Martin, Thomas D.	Medicine	1930-	M.D.
Martin, Ulysses B.	Medicine	1935-	M.D.
Mason, Charles A.	Clerk	1912-1919	
Mason, Ira M.	French	1911-1912	A.B.
Mason, Paul C.	Clerk	1927-1930	
Matthews, Herbert F.	Military Science	1930-1934	Lieut., U.S.A.
Matthews, Joseph B.	Religion	1928-1929	A.B., A.M., B.D., S.T.M.
Matthews, Mabel J.	Domestic Art	1914-1922	
Maurice, Bert J.	Violin	1927-1931	
Mavritte, Eugene E. T.	Dentistry	1928-	D.D.S.
Maxcy, F. E.	Medicine	1895-1910	M.D.
Maxwell, Greene C.	Zoology	1929-1933	S.B.
Mayle, Chlorise	Clerk	1922-1927	
Mayo, A. D.	Education	1900-1903	A.M., LL.D.
Mayo, W. H.	Curator	1927-	
Mays, Benjamin	Religion	1934-1940	A.B., A.M., Ph.D.
Mays, Sadie G.	Social Work	1935-1940	Ph.B., A.M.
McAllister, Dorothy M.	Library	1932-	S.B.
McConnell, James E.	Dentistry	1900-1901	D.D.S.
McCormick, Ermina	Drawing	1891-1892	
McDowell, Brown	Head Janitor	1910-1919	
McGahey, Mary	Raffia, Basketry	1904-1905	
McGhee, Norman	Clerk	1919-1925	
McKinney, Arthur B.	Medicine	1920-1930	M.D.
McKinney, Fred	Assistant	1909-1911	
McKinney, Roscoe L.	Medicine	1923-	A.B., Ph.D.
McLemore, Roberta	Library	1936-	A.B., B.S.
McLeod, John H.	Medicine	1927-1931	M.D.
McMillan, Clara	Housekeeper	1938-	A.B.
McNear, Mary J.	Domestic Sci.	1906-1907	
McNeill, William C.	Medicine	1904-	M.D.
McNeil, Noah C.	Dentistry	1938-	D.D.S.
McShann, Frances	Home Econ'ics	1934-	S.B., S.M.

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<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Meenes, Max	Psychology	1930-	A.B., A.M., Ph.D.
Mehlinger, Louis	Clerk-Law	1920-1928	LL.B.
Messer, Elizabeth P.	Housekeeper	1903-1919	
Mickle, Louis S.	Dentistry	1900-1901	D.D.S.
Menchanm, Wm. McK.	Education	1931-1933	A.B., A.M.
Menze, Henry M.	Gardener	1912-	
Meriwether, Agnes	Training Sch.	1905-1906	
Meriwether, Sarah N.	English, History	1912-1918	A.B.
Meyers, Herbert D.	Forging	1912	A.B.
Mickey, Wiletta S.	Stenographer	1928-1931	
Miles, James O.	Medicine	1937-	B.S., M.D.
Miles, Lillian G.	Clerk	1922-1923	
Miller, Carroll Lee	Education	1931-	A.B., M.A.
Miller, I. Isabelle	Clerk	1926-1931	
Miller, Kelly	Math., Socio'gy	1889-1935	A.B., M.A., LL.D.
Miller, Thomas	Medicine	1888-1891	M.D.
Miller, William B.	Military Science	1935-	Captain, U.S.A.
Mills, Clarence H.	Rom. Lang.	1922-1927	A.B., M.A.
Milstead, Laurence	Medicine	1924-1925	M.D.
Milton, Beulah M.	Technician	1940-	
Ming, Jr., W. Robert	Law	1937-	Ph.B., J.D.
Mitchell, Addie W.	Medicine	1903-1904	M.D.
Mitchell, Broadus	Economics	1935-1937	Ph.D.
Mitchell, Elizabeth	Medicine	1920-1921	M.D.
Mitchell, George W.	Greek	1869-1875	A.M.
Mitchell, Iverson	Medicine	1921-1929	S.B., M.D.
Mitchell, James B.	Commerce	1938-	S.B., A.M.
Mitchell, John S.	Pharmacy	1922-	Phar.D.
Mitchell, John W.	Medicine	1896-1932	Phar.D., D.D.
Mitchell, Lillian A.	Music	1931-	Mus.B., M.S.
Mitchell, Robert S.	Normal	1869-1870	
Mitchell, William T.	Superintendent	1883-1888	
Moman, H. M.	Bookkeeper	1930-	
Montgomery, J. M.	Printing	1916-1920	
Montgomery, Wilder P.	Medicine	1936-	A.B., M.D.
Moody, William R.	English	1914-1915	A.B.
Moon, Lewis Calvin	Religion	1930-1934	A.B.
Moon, Hortense Carter	Secretary	1918-	
Moore, Cora L.	Pedagogy	1899-1906	
Moore, George W.	Religion	1887-1892	A.M.
Moore, Herman W.	Cashier, Bkpr.	1914-1917	A.B.
Moore, Lewis Baxter	Education	1895-1920	A.M., Ph.D.
Moore, L. B.	Matron	1896-1897	
Moore, Pauline Buford	Home Econo'ics	1938	B.S.
Moore, Robert M.	Religion	1905-1906	D.D.

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<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Moore, Ruth Ella	Bacteriology	1933-	A.B., A.M., Ph.D.
Morgan, Dorsey	Physics	1929-1931	A.B.
Morgan, Walter A.	Religion	1918-1922	A.B.
Moorman, George	Technician	1935-	--
Morris, Edward P.	Linotypist	1929-1932	--
Morrison, Mary E.	Medicine	1893-1894	M.D., Phar.D.
Morrison, William	Dentistry	1920-1924	D.D.S.
Morton, Josephine	Library	1927-	A.B.
Mossell, Ella S.	Preceptress	1916-1918	--
Muir, J. J.	Religion	1905-1906	D.D.
Murchison, John P.	Economics	1929-1936	A.B., M.A.
Murphy, Carl J.	German	1913-1918	A.M.
Murray, Emma Green	Library	1922-	A.B.
Murray, Peter M.	Medicine	1917-1922	M.D.
Muse, Josephine	Voice	1921-1922	--
Mussey, R. D.	Law	1879-1880	A.M., LL.B.
Mussey, Dela P.	Drawing	1888-1891	--
Muzumdar, Haridas T.	Visit .Lecturer	1936-1937	A.B., A.M., Ph.D.
Myers, A. Beatrice	Assistant	1928-1929	--
Myers, Charles W.	Clerk	1921-	--
Myers, Ida G.	English	1904	--
Myers, Herbert D.	Forging	1911-1912	A.B.
Nabrit, Jr., James M.	Secretary	1936-	A.B., J.D.
Napier, James C.	Military	1870-1871	LL.B.
Nash, Louise	Clerk	1936-	--
Nasmith, Augustus	Psychology	1910-1911	A.B., B.D.
Naylor, William S.	Dentistry	1898-1905	D.D.S.
Nelson, Wm. Stewart	Relig., Secy.	1924-	A.B., D.D.
Nelson, William F.	Medicine	1929-	B.S., M.D.
Neviaser, Julius S.	Medicine	1930-1931	M.D.
Newman, Lloyd H.	Medicine	1922-	B.S., M.D.
Newman, Stephen M.	President	1885-1918	D.D.
Newman, Ora J.	Home Econo'ics	1937-	A.B., A.M.
Newsome, A. Blondel	Clerk	1931-1932	--
Nichols, Danforth B.	Librarian	1867-1873	D.D.
Nichols, Florine S.	Clerk	1940	B.S.
Nichols, John B.	Medicine	1906-1909	M.D.
Nichols, Matilda	Normal	1868-1869	--
Nicolson, Joseph H.	Medicine	1930-1936	D.D.S.
Nickerson, Camille L.	Piano	1926-	B.Mus., Mus.M.
Noble, Charles	Religion	1921-1923	A.M., D.D.
Norman, M. W. D.	Religion	1905-1912	D.D.
Norris, Frank L.	Philosophy	1935-1936	S.B., A.M.
Norris, Ralph W.	Printing	1904-1908	--

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<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Northrup, H. H.	Commerce	1870-1871..	
Nott, Charles C.	Law	1870-1871..	
Nutt, Theresa Edna	English	1918-1919..	A.B.
O'Connell, Pezavia	Religion	1910-1913..	D.D., Ph.D.
O'Hear, Arthur C.	Normal	1869-1870..	
Oldberg, Oscar	Pharmacy	1871-1872..	
Olden, James C.	Religion	1910-1913..	A.B.
Osborne, Henry	College	1885	D.D.
Osborne, Mae Peters	Secretary	1938	
Otey, Charles	Normal	1869-1870..	
Over, Walter S.	Dentistry	1888-1892..	D.D.S.
Owens, Nolan S.	Medicine	1935	B.S., M.D.
Pagan, Albert	Medicine	1928-1930..	M.D.
Page, Mary	Acting Matron	1874-1876..	
Palmer, Elizabeth D.	Domestic Sci.	1907-1912..	
Palmer, Gideon S.	Medicine	1869-1882..	M.D.
Palmer, W. R. A.	Religion	1891-1893..	A.M., B.D.
Parham, Julia E.	Clerk	1940-	
Parkee, Adelia M.	Training Schs.	1897-1898..	
Parker, Charles S.	Botany	1925	A.B., B.S., M.S., Ph.D.
Parker, Henry P.	Medicine	1908-1925..	M.D.
Parks, Edward L.	Treasurer	1908-1928..	A.B., A.M., B.D., D.D.
Parsons, Randall	Dentistry	1886-1887..	D.D.S.
Parsons, Starr	Dentistry	1884-1894..	D.D.S.
Parsons, William E.	Religion	1873-1874..	A.M.
Patterson, D. C.	Medicine	1873-	M.D.
Patton, Caroline	Music	1884-1885..	
Patton, Horace B.	Natural Science	1881-1883..	A.B.
Patton, William W.	President	1877-1889..	D.D.
Payne, Harry R.	Football Coach	1936-	A.B.
Payne, Howard M.	Medicine	1932-	M.D.
Payne, John C.	Medicine	1935-	A.B., M.D.
Payton, Noble F.	Chemistry	1932-1933..	S.B.
Pelham, Gabrielle	Music	1905-1906..	
Pelham, Harry L.	Zoology	1920	A.B., M.D.
Pendleton, Hellen B.	Social Work	1928-1929..	
Pendleton, Clarence M.	Education	1929-1931..	
Pendleton, R. L.	Printing	1901-1904..	
Penhallow, Dunlap P.	Medicine	1930-	M.D.
Penn, Robert S.	Medicine	1930-1933..	B.S., M.D.
Perkins, Perry Blaine	Physics	1909-1913..	A.M., Ph.D.
Perry, George N.	Medicine	1884-1915..	M.D.
Peters, M. Franklin	English	1923-1928..	A.B., A.M., B.D.
Peters, Q. Mae	Assistant	1929-	
Pettibone, I. Fayette	Religion	1892-1894..	D.D.

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Phillips, Alfred A.	Medicine	1930-1931	M.D.
Phillips, Myrtle R.	Education	1927-	S.B., A.M.
Phillips, Laura	Education	1934-1935	A.B.
Phoenix, Edna	Tel. Operator	1935-1937	
Pinckney, Theodore	Medicine	1932-1935	S.B., M.D.
Pinkard, John H.	Clerk	1921-1927	
Pinkard, Wilburn J.	Medicine	1924-	M.D.
Pinkett, Charlotte R.	Clerk	1937-	
Pingon, Alice	Dietetics	1908-1909	
Pinn, James L.	Religion	1919-1931	A.B., B.D.
Piper, Paul Edward	Medicine	1930-	B.S., M.D.
Pittman, H. Julia	Secretary	1912-1914	
Pitts, Bertha A.	Assistant	1914-1916	A.B.
Pitzer, A. W.	Religion	1876-1891	D.D.
Plater, J. Alonzo	Draftsman	1933-1934	B.S. in Arch.
Pleasants, William H.	English	1912-1913	A.B.
Plummer, Roy U.	Medicine	1930-1932	M.D.
Poindexter, Hildrus	Medicine	1931-	A.B., A.M., M.D., Ph.D.
Pollard, Ernest M.	English	1910-1919	A.B.
Pollard, Esther Garland	Secretary	1937-	
Pope, Harry S.	Medicine	1904-1909	Phar.D.
Porter, Anna L.	Bacteriology	1927-1929	S.M.
Porter, Charles E.	Education	1914-1915	
Porter, Dorothy	Library	1928-	A.B., B.S., M.S.
Porter, James A.	Art	1927-	S.B., A.M.
Porter, James Robert	Medicine	1933-1937	S.B., M.D.
Pratt, David Butler	Religion	1913-1932	A.B., D.D.
Pratt, Mary B.	Kindergarten	1906-1910	
Price, Blanche B.	Stenographer	1919-1931	
Price, Kline Armond	Medicine	1935	A.B., M.D.
Price, Joseph St. Clair	Education	1931-	A.B., Ed.M., Ed.D.
Primas, Marie T.	Rom. Lang.	1938-	A.B., A.M.
Primas, Walter H.	Chauffeur	1936-1937	
Prout, Mary E.	Matron	1894-1895	
Prudhomme, Charles	Medicine	1935-	M.D.
Purdy, J. Herve	Pharmacy	1896-1924	Phar.D.
Purnell, Julia A.	Normal	1884-1905	
Purnell, William W.	Medicine	1895-1898	M.D.
Purvis, Charlis B.	Medicine	1868-1929	A.M., M.D.
Queen, Hallie C.	French	1914-1917	B.S.
Quisenberry, Weldon	Printer	1929-1931	
Raines, Morris A.	Botany	1931-	S.B., A.M., Ph.D.
Ramos, Diego E.	Assistant	1923-1924	

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Randall, Phillip J.	Clerk	1938-	A.B.
Randolph, Ethel C.	Technician	1935-	B.S., M.S.
Rankin, Edith E.	Piano	1891-1892	
Rankin, J. Eames	President	1871-1903	D.D., LL.D.
Ransom, Leon A.	Law	1931-	S.B., J.D., S.J.D.
Ransome, Joanna H.	English	1928-1936	A.B.
Rapp, Franz	Art	1939-	Ph.D.
Rathbone, Walter C.	Military Science	1927-1930	Captain, U.S.A.
Ray, A. S. K.	Shorthand	1891-1893	
Ray, C. E.	Normal	1869-1870	
Reason, Joseph H.	Librarian	1938-	A.M.
Rector, John K.	Medicine	1922	A.B., M.D.
Reed, Frances S.	Clerk	1903-1915	
Reede, Edwin H.	Medicine	1909-1917	M.D.
Reeve, John B.	Religion-Dean	1871-1876	D.D.
Reoch, Adam	Religion	1894-1895	A.B.
Reyburn, Robert	Medicine	1868-1910	M.D.
Rhodes, Dorcey	Military Science	1921-1927	Sergeant, U.S.A.
Rhyans, Bessie A.	Secretary	1935-	
Rice, Martin	Military Science	1922-1924	Captain, U.S.A.
Rice, Roland McL.	Religion	1930-1931	B.A.
Rice, William H.	Normal	1871-1872	
Rice, Thomas J.	Dentistry	1921-1922	D.D.S.
Richards, Cyrus S.	Principal	1872-1885	LL.D.
Richards, Mary E.	Assistant	1931-1932	
Richards, W. H.	Law	1890-1936	LL.B., LL.M.
Richardson, J. J.	Medicine	1904-1931	M.D.
Richardson, Mason	Law	1896-1922	A.M., LL.B.
Richardson, W. A.	Law	1876-1880	
Richmond, Addison E.	Engineering	1930-	B.C.E., C.E.
Riddle, Albert G.	Law	1868-1876	LL.B.
Riddle, Donald	Visit. Professor	1936-	Ph.D.
Ridgeley, Albert G.	Medicine	1903-1934	M.D.
Ridley, Peter S.	Psychology	1931-1932	S.B., A.M.
Riggs, H. E.	Normal	1889	
Riley, John W.	History	1931-1935	A.B., M.A.
Rivers, Gertrude B.	English	1939-	A.B., A.M., Ph.D.
Rivera, Thomas A.	Clerk	1924-	
Roberts, E. Rae	Clerk	1913-1917	
Roberts, Francis E.	Technician	1930	A.B.
Roberson, Eugene	Storekeeper	1938-	
Roberts, Erskine G.	Engineering	1935-1936	M.S.
Roberts, Francis E.	Diener	1932-	
Robertson, Clifford C.	Mathematics	1911-1913	A.B., Pd.B.
Robbins, Henry A.	Medicine	1901-1912	M.D.

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Robbins, Majorie	Secretary	1924-1926	
Robins, William L.	Medicine	1905-1913	M.D.
Robinson, Avis P.	Secretary	1930-	A.B., A.M.
Robinson, Burton	Medicine	1930-1938	M.D.
Robinson, E. P.	Orchestra	1910-1912	
Robinson, E. W.	Religion	1867-1869	
Robinson, Emily	Normal	1868-1871	
Robinson, Ethel T.	Methods	1905-1914	Ph.B.
Robinson, Eugene	Storekeeper	1935-	
Robinson, Jr., Henry S.	Medicine	1935-	A.B., M.D.
Robinson, Hilyard R.	Architecture	1932-1936	B.Arch., S.M.
Robinson, Merton P.	Mathematics	1911-1920	A.B.
Robinson, Sarah	Normal	1868-1871	
Robinson, Thomas	Normal Dept.	1874-1887	A.M.
Robinson, Wm. P.	Political Science	1935-1936	A.B., M.A.
Rodriguez, Gloria	Rom. Lang.	1939-	A.B., A.M.
Ross, J. W.	Bandmaster	1910-1911	
Ross, Julian Waldo	Medicine	1920-	A.B., M.D.
Rosser, Grace N.	Music	1919-1922	
Rossini, Frederick	Chemistry	1937-	S.B., S.M., Ph.D.
Rotan, Gladys A.	Piano	1933-1936	B.S.M.
Rousseve, Ferdinand L.	Architecture	1930-1933	B.S. in Arch.
Rou, Rosalind	Clerk	1919-1920	
Roy, Edward	Laborer	1938	
Ruediger, W. Carl	Education	1910-1913	Ph.D.
Ruffin, Lillian J. R.	Stenographer	1935-	A.B.
Rugg, Lulu C.	Bookkeeper	1906-1908	
Ruhland, George C.	Medicine	1935-	M.D.
Rushing, Naomi J.	Clerk	1930-	
Russell, Edwin R.	Chemistry	1939-	S.B., M.S.
Russell, Louis H.	Physics	1916-1918	A.M.
Russell, William B.	Medicine	1939-	M.D.
Russell, Lillian Chiles	Clerk	1920-1924	
Rutherford, Geddes W.	Political Science	1939-	A.B., A.M.
Safford, George H.	Secy.-Treas.	1898-1909	
St. Germaine, Chambord	Military Science	1935-1936	Major, U.S.A.
Sanders, Louis	Massage	1898-1900	
Satterlee, H. Y.	Religion	1897-1898	D.D.
Savoy, Walter S.	Medicine	1930-	B.S., M.D.
Schick, James P.	Law	1922-1928	LL.M.
Schmidt, Alfred F. W.	German	1909-1914	A.M.
Schneider, Francis A.	Medicine	1908-1909	M.D.
Schouler, James	Law	1891-1892	LL.D.
Schuh, Florence A.	Domestic Art	1912-1913	B.S.
Schuh, Richard E.	Geology	1907-1928	A.M., Ph.D.

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Schwartz, Benjamin	Zoology	1931-1933	A.B., M.A., Ph.D.
Scott, Athalia S.	Secretary	1930-	--
Scott, Beatrix	Chemistry	1921-1924	A.B., S.B.
Scott, Edgar Lewis	Law	1918-1921	LL.D.
Scott, Elsie	Assistant	1931-1934	--
Scott, Emmett Julian	Dentistry	1929-	B.S.D., M.D.
Scott, Emmett Jay	Secy.-Treas.	1919-1938	A.M., LL.D.
Scott, Nelsena B.	Secretary	1929-	--
Scott, Oscar J. W.	Religion	1923-1927	A.B., M.A., D.D.
Scott, W. K.	Medicine	1899-1900	M.D.
Scott, Roland Boyd	Medicine	1938-	B.S., M.D.
Scullen, Anthony J.	Engineering	1920-1924	C.E.
Scurlock, Herbert C.	Medicine	1898-1940	A.B., M.D., A.M.
Seaman, Wm. H.	Medicine	1877-1911	A.M., M.D.
Seelye, William J.	Religion	1921-1922	A.M., B.D.
Seiferth, Wolfgang S.	German	1937-	Ph.D.
Settle, E. Ophelia	Case Work	1938-	A.B., A.M.
Settle, Josiah T.	Normal	1869-1870	A.B.
Sewall, Haidee W.	Domestic Art	1915-1918	--
Sewall, Annie R.	Clerk	1909-1910	--
Sewall, Webster	Medicine	1931-	S.B., M.D.
Sewell, Louise T.	Home Econo'ics	1929-	A.B., M.A.
Shaed, Evelyn Walker	Stenographer	1938-	--
Shadd, Furmann J.	Medicine	1885-1908	A.M., M.D.
Shadd, Harriett P.	History	1904-1906	A.B.
Shaed, Evelyn Walker	Clerk	1938	--
Shamwell, Evelyn W.	Secretary	1936-	--
Sheen, Edwin	English	1929-1933	A.B., M.A.
Sheib, Edward E.	Political Econ.	1876-1879	Ph.D.
Shereshefsky, J. Leon	Chemistry	1930-	B.C., Ph.D.
Shivers, Hattie L.	Clerk	1912-1913	--
Shohan, Jacob B.	Chemistry	1929-1931	A.B., Ph.D.
Shreve, Charles S.	Law	1920-1923	LL.D.
Sichel, Ferdinand J.	Physiology	1936-1937	A.B., M.S., Ph.D.
Simon, Edward L.	Printing	1908-1909	--
Simmons, Alice C.	Music	1935-1936	A.B., B.S.M.
Simmons, Arthur H.	Medicine	1927-1929	M.D.
Simmons, Ogban N.	Medicine	1930-	M.D.
Simmons, Thomas C.	Medicine	1935-	A.B., M.D.
Simpson, E. T.	Normal	1869-1870	--
Simpson, Georgianna	German	1931-1937	A.B., M.A., Ph.D.
Sinclair, William A.	Financial Agent	1888-1903	M.D.
Sinkford, William J.	Rom. Lang.	1929-1930	A.B.
Skelton, Gertrude E.	Domestic Art	1914-1919	--
Sladen, Joseph A.	Medicine	1873-1874	M.D.

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Slowe, Lucy D.	Dean	1922-1937	A.B., M.A.
Small, Charles H.	Religion	1887-1894	B.D., M.A.
Smith, Alonzo De Grate	Medicine	1932-	M.D., B.B.S., S.M.
Smith, Arthur St. A.	Printing	1883-1884	
Smith, Daniel Haywood	Pharmacy	1914-1936	Phar.D.
Smith, Darwin E.	Military Science	1921-1922	Sergeant, U.S.A.
Smith, Edward P.	President	1875-1876	
Smith, Ella L.	Normal	1888-1900	A.B., B.D.
Smith, Emory B.	Alumni Secy.	1918-1926	B.D., LL.B.
Smith, Ernest C.	Religion	1929-	A.B., A.M., D.D.
Smith, Hamilton S.	Dentistry	1892-1896	D.D.S.
Smith, James H.	Law	1881-1892	LL.B.
Smith, John D.	Law	1881-1887	A.M., LL.B.
Smith, Louis P.	Medicine	1895-1896	M.D.
Smith, Lucy B.	Clerk	1924-	
Smith, Russell W.	Mathematics	1924-1925	S.B.
Smith, T. C.	Medicine	1894-1900	M.D.
Smith, Walter L.	Mathematics	1902-1905	B.S.
Smith, Willeta	Clerk	1927-1931	
Smyth, John H.	Normal	1869-1870	
Snell, Merwin Marie	Religion	1892-1893	
Snowden, Carrie E.	Clerk	1923-1937	A.B.
Snowden, Jr., Frank M.	Latin	1940-	A.B., A.M.
Sohon, Elizabeth	Medicine	1910-1915	M.D.
Sowers, William F.	Medicine	1908-1918	M.D.
Spahr, Neal B.	English	1911-1912	A.B.
Spencer, Marcus A.	Religion	1918-1920	A.B., B.D.
Spivey, Henry	Dentistry	1921-1922	D.D.S.
Spratlin, Valaurez	Rom. Lang.	1927-	A.B., A.M., D.M.L.
Spriggs, Tolly B.	Medicine	1935-1936	B.S., M.D.
Springer, Otto	German	1930-1936	Ph.D.
Stafford, Edward	Law	1923-1930	A.B., LL.B.
Stanton, G. Frederick	Secretary	1932-	B.S.
Stark, Thomas N.	Military Science	1930-1931	Captain, U.S.A.
Steele, Francis W.	Engineering	1939-	C.E., M.S.
Stephens, Ethel R.	Home Econo'ics	1931-	S.B., M.A.
Stephens, William J.	Music	1893-1904	
Stevens, Rutherford	Diener	1932-1935	B.S.B.
Stevens, Harold W.	Chemistry	1910-1911	A.B.
Stewart, Ralph B.	Medicine	1912-1918	M.D., Phar.D.
Stone, Warren C.	Law	1880-1882	LL.B.
Stratton, Edith Brown	Cataloguer	1914-1917	B.S.
Stratton, Harold C.	Medicine	1929-1931	M.D.
Stratton, James E.	Clerk	1918-1919	
Strong, Phineas	Medicine	1868-1873	A.M., M.D.

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Strong, Samuel M.	Sociology	1940-	A.B., A.M.
Sullivan, Catherine	Clerk	1924-1930	
Summersette, Irene D.	Clerk	1928-1931	
Sumner, Francis C.	Psychology	1928-	A.B., M.A., Ph.D.
Sumner, Mary	Clerk	1922-1923	
Sunderland, Byron	President	1868-1869	D.D.
Sutler, Martin R.	Assistant	1936-1937	B.S.
Sutton, Ethel M.	Medicine	1935-	B.S., M.D.
Suydan, Beatrice	Education	1931-1933	S.B.
Syphax, Burke	Medicine	1938-	M.D.
Syphax, Alma E.	Clerk	1934-1935	
Syphax, Carrie E.	Domestic Art	1904	
Syphax, Charles S.	Mathematics	1890-1935	A.B., LL.M.
Syphax, Fred B.	French, Germ'n.	1910-1911	A.B.
Syphax, John W.	Politocal Science	1933-1936	A.B., M. A.
Szurek, Stanislaus	Physiology	1933-1934	A.B., S.M., M.D.
Talbot, John A.	Medicine	1920-1931	M.D.
Tancil, Arthur W.	Medicine	1898-1901	M.D.
Tancil, Elaine W.	English	1931-1934	A.B., M.A.
Tappan, J. C.	Medicine	1911-1912	M.D.
Tarby, Helen	Secretary	1935-	
Taylor, Annie R.	Training Sch.	1902-1906	
Taylor, Edna P.	Tel. Operator	1938-	
Taylor, James E.	Medicine	1925-1936	M.D.
Taylor, Kathrynne R.	Clerk	1929-1935	
Taylor, Rosa Childs	Clerk	1938-	
Taylor, Ruth F.	Secretary	1934-1937	S.B., C.E.
Taylor Westervelt A.	Engineering	1929-1930	S.B.
Taylor, William E.	Law	1930-1939	A.B., LL.B.
Terrell, Leonard E.	Chapel	1938-	
Terrell, Mary Church	French	1917-1918	A.M.
Terrell, Robert H.	Law	1910-1925	A.B., A.M., LL.D., LL.M., LL.B.
Terrell, Susie J.	Clerk	1930	
Terry, Elmer C.	Medicine	1919-	A.B., M.D.
Thirkielid, Wilbur P.	President	1906-1912	A.M., S.T.B., D.D., LL.D.
Thomas, Anna	Music	1871-1871	
Thomas, Annie	Millinery	1904-1905	
Thomas, Ashley O.	Medicine	1931-1935	M.D.
Thomas, Dorothy	Clerk	1938	
Thomas Edward	Secretary	1931-1933	S.B.
Thomas, Edward H.	Law	1887-1894	LL.B.
Thomas, Emile H.	Cataloguer	1913-1914	
Thomas, George L.	Steward	1931-	

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940--*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Thomas, Henry	Steward	1870-1874	
Thomas, Howard M.	Algebra	1906-1908	A.B., Ph.B.
Thomas, I. L.	Religion	1898-1899	D.D.
Thomas, John Maurice	Library	1927-	A.B., B.S.
Thomas, James S.	German	1911-1915	A.B.
Thomas, Prentice	Library	1934-1935	Th.B.
Thomas, Raymond Bell	Dentistry	1917-1929	D.D.S.
Thomas, Riley F.	Medicine	1934-	B.S., M.D.
Thompson, Chas. H.	Education	1926-	A.B., Ph.B., A.M., Ph.D.
Thompson, Lillian	Stenographer	1923-1929	
Thompson, Marion M.	Education	1928-1931	A.B., M.A.
Thompson, Robert B.	Chem. Lab.	1928-1931	A.B.
Thompson, Samuel B.	Medicine	1927-1929	D.D.S.
Thompson, Thomas C.	Medicine	1922-1932	S.B., M.D.
Thompson, William H.	Normal	1868-1870	
Thorne, Emilie H.	Library	1913-1914	
Thorne, George D.	Medicine	1934-1936	S.B., M.D.
Thornhill, Walter	Rom. Lang.	1929-1937	A.B., M.A.
Thornton, Orlando C.	Finance	1919-1926	S.B.
Throckmorton, Cleon	Dramatics	1920-1922	
Thrope, Bernice P.	Clerk	1938-	
Thurman, Howard	Religion	1932-	A.B., B.D., D.D.
Thurman, Sue B.	Church Music	1937-1938	B.S.M.
Tibbs, Alma	Library	1929-1933	
Tibbs, Roy W.	Music	1912-	A.M., Mus.B.
Tignor, Charles O.	Medicine	1906-1910	M.D., Phar.D.
Tilden, William C.	Chemistry	1871-1873	A.M., M.D.
Todd, Joseph A.	Technician	1931-	
Toliver, Claude	Diener	1936-	
Tomas, Ursuta O.	Clerk	1940	
Torry, Esther	English	1894-1896	
Trigg, Joseph E.	Medicine	1926-	M.D., S.B.
Tuck, Helen H.	Dean	1918-1922	A.B.
Tucker, G. P.	Chemistry	1893-1894	
Tulane, Victor J.	Chemistry	1924-	S.B., M.S., Ph.D.
Tunnell, William V.	History	1891-1928	A.B., S.T.B., A.M., LL.B.
Turner, Anita J.	Education	1914-1915	
Turner, Arthur	Tel. Operator	1910-1912	
Turner, Frank A.	Medicine	1917-1934	B.S., M.D.
Turner, James S.	Social Work	1935-	A.B.
Turner, John A.	Medicine	1927-	D.D.S., S.B.
Turner, Lorenzo Dow	English	1917-1928	A.B., M.A., Ph.D.
Turner, Thomas W.	Biology	1913-1924	A.B., A.M., Ph.D.

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Turpin, Josephine J.	Normal	1886-1888	
Tweedale, John	Commerce	1870-1871	
Twitty, Lulu M.	Clerk	1920-1923	
Tyler, Helena G.	Dietitian	1931-1933	
Tyler, Irene C.	Librarian	1891-1898	
Tyler, R. Bunyan	Pharmacy	1896-1910	Phar.D., M.D.
Tyms, James D.	Theology	1938-	B.D., M.A.
Valade, Ernest A.	Engineering	1920-1924	B.S., M.E.
Valentine, Anna	Clerk	1923-1926	
Valentine, Raymond J.	Assistant	1933-1935	S.B.
Van Sickle, James	School. Man.	1904-1905	Ph.D.
Vashon, George B.	Night School	1867-1868	A.B., LL.B.
Vaughn, Elizabeth Fry	Library	1933-	A.B.
Vaughn, Ralph A.	Architect	1929-1937	S.B.
Verdell, Thomas	Educ., Coach	1929-1934	S.B.
Wade, Charles W.	Medicine	1934-	S.B., M.D.
Wafford, Richard	Printer	1930-1933	
Wainwright, Melinda	Clerk	1925-	
Walburn, Helen	Music	1937-1938	
Waldron, J. Milton	Religion	1909-1911	D.D.
Walker, Clarice	Clerk	1939-	
Walker, Harry J.	Sociology	1938-	A.B., A.M.
Walker, James E.	Medicine	1936-	S.B., M.D.
Walker, M. Lucius	Technician	1935-	
Walker, Muzafer L.	Clerk	1938-	
Walker, Matthew	Medicine	1930-1931	
Wall, Arthur A.	Chemistry	1938-	
Waller, Arthur O.	Education	1930-1933	S.B.
Walton, Adolphus	Medicine	1920-	D.D.S.
Walwyn, Cyril A.	Medicine	1929-1937	B.S. M.D.
Ward, Edmund	Clerk	1927-	
Warden, Robert B.	Law	1878-1882	LL.B.
Warder, Robert B.	Chemistry	1887-1905	A.M., B.S.
Warder, R. B.	Religion	1895-1898	
Warfield, Violet B.	Education	1927-	A.B., M.A.
Warfield, William A.	Medicine	1898-1938	M.D.
Warner, Harry O.	Engineering	1919-1920	S.B.
Waring, Jr., Jas. R. N.	German	1914-1924	A.B.
Warner, J. B.	Law	1897-1898	
Washburn, H. S.	Commerce	1871-1872	
Washington, Alethea H.	Education	1929-	Ph.B., M.A., Ph.D.
Washington, Emma	Clerk	1940	
Washington, F. B.	Modern Lang.	1910-1911	A.B., LL.B., S.J.D.
Washington, Gladys O.	Education	1915-1918	B.S.
Washington, Wm. L.	Religion	1930-1933	A.B., Th.B., D.D.

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Waters, James C.	Law	1920-1933	A.B., LL.D.
Watson, Edwin J.	Medicine	1930-	M.D.
Watson, Louis L.	Education	1922-1928	S.B., B.P.E.
Watts, Frederick P.	Psychology	1928-	A.B., M.A.
Watts, Samuel R.	Medicine	1878-1907	M.D.
Wayland, Francis	Law	1895-1896	LL.D.
Weakley, Arthur D.	Dentistry	1898-1904	D.D.S.
Weaver, Ella H.	Public Speaking	1938-	A.B., A.M.
Weaver, Mortimer	English	1928-1929	A.B., M.A.
Webster, Estelle P.	Music	1918-1921	Mus.B.
Webster, Robert J.	Political Science	1930-1933	A.B.
Webster, James C.	Physics	1917-1920	B.S.
Weed, Marcus O.	Normal	1873-1874	
Weinger, Benjamin	Medicine	1939-	M.D.
Weinstein, Louis	Alloys	1921-1922	D.D.S.
Weir, Charles E.	Chemistry	1934-	S.B., S.M.
Weir, Everett G.	Physiology	1931-	S.B., Ph.D.
Welch, Ernest R.	Engineering	1927-	S.B., M.S.
Welch, John A.	Bookkeeper	1930-1935	
Welch, Margaret Davis	Clerk	1931-	S.B.
Welch, William H.	Medicine	1932-	B.S., M.D.
Weller, Walter	German	1932-1933	Ph.D.
Wells, David E.	Stenographer	1913-1917	
Wells, James Lesseene	Art	1929-	B.S.
Wells, Ophelia D.	Library	1920-1923	A.B.
Wells, Jr., William A.	Medicine	1907-1915	M.D., Phar.G.
Wesley, Charles Harris	History	1913-	A.B., A.M., Ph.D.
Wesley, Matilda	Clerk	1920-1934	
West, Charles F.	Education	1924-1936	S.B., M.D.
West, Charles I.	Medicine	1895-1936	M.D.
West, Elizabeth	Rom. Lang.	1924-1925	A.B.
West, William B.	History, Dean	1922-	S.B.
Westcott, Lorenzo	Religion	1872-1879	A.M., LL.D., D.D.
Weston, Walter N.	Superintendent	1888-1891	
Whaley, Lawrence L.	Purchaser	1921-	
Wheeler, Albert	Technician	1938-	
Whitby, Ferdinand D.	Medicine	1922-	A.B., M.D.
Whitcomb, Fannie	Matron	1892-1894	
Whitcomb, Fred	Manual Trng.	1904-1906	B.S.
Whitcomb, Newton	Dentistry	1882-1885	D.D.S.
Whitcomb, Nathan	Dentistry	1884-1885	D.D.S.
White, Clarence R.	Mathematics	1930-1931	A.B., M.A.
White, Henry	Music	1884-1885	
White, Henry L.	Printer	1929-1933	
White, Pearl M.	Secretary	1932	

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
White, William W.	Preparatory	1890-1892	A.B.
Whitefield, Lawrence	Zoology	1929-1930	A.S.B.
Whitmore, John	Physics	1905-1906	A.B., Ph.D.
Whittlesey, Eliphalet	English	1868-1884	A.M., D.D.
Wicker, Lillian	Stenographer	1927-	-
Wiggins, Elmore C.	Medicine	1930-	M.D.
Wiggins, Forrest O.	Philosophy	1938-	A.B., A.M., Ph.D.
Wilcox, J. K. H.	Political Science	1867-1868	-
Wilder, Charles	Medicine	1928-1936	S.B., M.D.
Wiley, Carrie V.	Drawing, Music	1874-1876	-
Wilkerson, Doney A.	Education	1935-	A.B., M.A.
Wilkerson, Vernon A.	Medicine	1931-	A.B., M.D., Ph.D.
Wilkinson, David L.	Clerk	1936-	-
Wilkinson, Ethel	Mathematics	1917-1918	B.S.
Wilkinson, F. D.	Registrar	1920-	LL.B.
Wilkinson, Lulu L.	Education	1932-1933	A.B., M.A.
Wilkinson, Melville C.	Military Science	1869-1874	Captain, U.S.A.
Williams, Abbie L.	Music	1904-1905	-
Williams, Charles G.	German	1923-1924	A.B., A.M.
Williams, Craig	Music	1904-1905	-
Williams, D. H.	Medicine	1894-1898	M.D.
Williams, Edward C.	Librarian	1916-1929	B.L.
Williams, Edwin Leon	Medicine	1923-1924	A.B., M.D.
Williams, E. F.	Normal	1867-1867	A.B., M.D.
Williams, Elijah B.	Technician	1935	-
Williams, Ernest Y.	Medicine	1931-	B.S., M.D.
Williams, Eric E.	Social Science	1939-	A.B., D.Phil.
Williams, Ethel Langley	Negro Collec.	1939-	-
Williams, Geo. Francis	Law	1894-1920	LL.M.
Williams, Gladys L.	Librarian	1931-	-
Williams, Henrietta	Clerk	1931-1934	-
Williams, M. Edythe	Clerk	1924-	-
Williams, McKinney	Clerk	1920-1921	-
Williams, Phyllis	Clerk	1930-1936	-
Williams, Tom Alfred	Medicine	1915-1923	M.D.
Williams, William R.	Physiography	1912-1913	A.B., Pd.B.
Williston, Edward D.	Medicine	1896-1929	A.B., M.D., A.M.
Williston, Thomas A.	Medicine	1935-	A.B., M.D.
Willson, William J.	Commercial	1870-1871	-
Wilson, Andrew	Law	1916-1928	S.B., A.B., LL.B., LL.M., D.C.L., Ph.D.
Wilson, Beatrice	Library	1932-1934	S.B., Ph.B.
Wilson, E. C.	Chemistry	1896-	-
Wilson, Gold Refiner	Sociology	1928-1933	A.B., M.A.
Wilson, Robert W.	Zoology	1936-	S.B., M.S.

THE PERSONNEL OF HOWARD UNIVERSITY, 1867-1940—*Cont.*

<i>Name</i>	<i>Subject</i>	<i>Tenure</i>	<i>Degrees</i>
Wilson, William H.	Medicine	1908-1935	M.D.
Wilson, Odell G.	Library	1931-1932	
Wilson, Willie B.	Secretary	1931-1937	
Winfree, LaCountess	Clerk	1930-1933	
Winn, C. H.	Normal	1882-1886	
Winsmore, George	Assistant	1914-1918	
Wise, Lorelle H. M.	Educ. Director	1938-	
Wiseman, M. J.	Dentistry	1920-1929	D.D.S.
Wolf, Allen S.	Dentistry	1921-1928	D.D.S.
Wood, Irving F.	Old Testament	1933-1934	A.B., B.D., Ph.D., D.D.
Wood, Mildred	Nurse	1931-1937	
Wood, Weaver A.	Stenographer	1917-1920	
Woodard, Dudley W.	Mathematics	1919-	S.B., S.M., Ph.D.
Woodbury, Elizabeth S.	Secretary	1909-1912	
Woodbury, Frank P.	Religion	1905-1927	A.M., D.D.
Woodland, C. Rollins	Clinic Nurse	1925-	R.N.
Woodson, Carter G.	Dean	1918-1920	Ph.D.
Woodward, Thomas	Law	1902-1910	LL.B.
Woodward, William C.	Medicine	1907-1929	M.D., LL.M.
Wormley, C. Sumner	Dentistry	1901-1912	D.D.S.
Wormley, Imogene	Education	1904-1905	
Wormley, Roscoe C.	Dentistry	1909-1912	D.D.S.
Wormley, Stanton L.	German	1938-	A.B., A.M., Ph.D.
Wright, Ralph C.	Medicine	1935-	A.B., M.D.
Wright, Marian T.	Education	1939-	A.B., A.M., Ph.D.
Wynkoop, Theodore S.	Religion	1891-1892	A.M.
Yancy, Rosalind A.	Clerk	1917-1918	
Yeatman, Henry L.	Dentistry	1886-1889	D.D.S.
York, Edward W.	Military Science	1921-1922	Captain, U.S.A.
Young, Claudius J.	Medicine	1918-1936	A.B., M.D.
Young, Lawrence T.	Clerk	1925-1926	
Young, Maude E.	Music	1909-1912	B.Mus.
Young, Moses W.	Medicine	1929-1934	S.B., M.D., Ph.D.
Young, R. Arliner	Zoology	1923-1937	A.B., S.M., Ph.D.
Zuppann, Lloyd	Military Science	1936-	Major, U.S.A.

XXXIV. Documents Concerning O. O. Howard

The following letters and extracts chronologically arranged throw an interesting and suggestive side light upon Oliver Otis Howard, not only as the President of Howard University, but also upon him in general, and upon his times:

THE VALUE OF EDUCATION TO THE NEGRO

. . . . Education underlies every hope of success for the freedman. This education must, of course, extend rather to the practical arts than to theoretical knowledge. Everything depends upon the youth and the children being thoroughly instructed in every industrial pursuit. Through education embracing moral and religious training, the fearful prejudice and hostility against the blacks can be overcome. They themselves will be able to command and secure both privileges and rights that we now have difficulty to guarantee Do everything you possibly can for the elevation of the freedmen. My impression is, that hundreds and perhaps thousands of Southern people would be ready to aid you, if approached in the right way What are the people willing to do to secure the blessings almost within our grasp—the blessings of substantial freedom and enduring peace? Whether so or not in a political point of view, I believe every thinking man is ready to admit that we will stand or fall as a nation according as we are true to principles, according to our fidelity to trusts evidently committed to us¹

THE NEGRO IS A MAN

. . . . You say the negro differs from other people. I admit it, yet know that he is a man, and may be led and influenced by motives as a man.²

LOVE THY NEIGHBOR AS THYSELF

. . . . I never threatened to leave the church, but have expressed myself willing to leave it, in the event of our brethren unanimously sustaining Dr. Boynton's celebrated sermon, and provided they should relieve me from all pecuniary obligations

As to amalgamation being a doctrine of the Congregational Church, I have simply to say I do not think the Church is called upon to pronounce upon the subject. The pastor may have some trouble, but it strikes me that it would be well for him to wait for a case to arise, rather than call up an

¹Laura C. Holloway, *Howard the Christian Hero*, pp. 212-213.

²*Ibid.*, p. 213.

imaginary one. So far as the Church is concerned, I have simply planted myself upon the ground, "Love Thy Neighbor as thyself." I do not wish to see our church a German church, a French church, an Anglo-Saxon church nor an African church, but simply a church of Christ, with its doors wide open; and I do not care an iota whether the brethren and sisters believe in amalgamation or not. I consider this subject entirely foreign to our controversy, and only put into it with the hope of exciting prejudice against me and my friends by the use of a word, in precisely the same way that prejudice used to be excited against antislavery by the use of the word "abolitionist."...³

A DEPARTMENT OF EDUCATION WITH A SECRETARY IN THE CABINET

Washington, D. C., January 12, 1871.—I began to urge upon him (General Grant, at an interview at the White House) the thought that he might have kept Senator Sumner from opposition (to himself) if he had exercised his accustomed wisdom and knowledge of human character. He smiled, and finished my idea before the sentence was complete, and then told us simply how Mr. Sumner had disappointed him. Mr. Douglass, who was present, presented some thoughts about the unfulfilled mission of the Republican party, and how necessary it still is to continue it. General Grant said, earnestly, "Yes, it is so, whoever may lead." I plead, as usual, for education, presenting the idea of a full-fledged department, with a seat in the Cabinet.⁴

EVERY CENT POSSIBLE TO HOWARD UNIVERSITY

War Department
Bureau of R. F. and A. L.,
Wash., D. C., March 11, 1869

To Trustees of Howard University
Gentlemen:

I have been considering the subject of giving the University every cent possible consistent with the interests of other institutions of learning. The amounts that I have been able to transfer have been from the Refugee and Freedmens fund according to the law of Congress authorizing me to make such transfer.

I impose by this letter this condition that a sufficient sum be invested at once in U. S. Bonds and held strictly as collateral to secure beyond doubt the payments for the estate (formerly) of John A. Smith, known as "Effingham Place." The balance should also be invested and the least possible amount of the principal be used to defray current expenses.

2. In order to keep the funds of the University in shape I recommend the appointment of John A. Cole as financial agent with powers expressly granted him first to effect the sale of lots of the University and attend to the subject of payments on the same, being accountable to the Treasurer. Second to have the charge of the sale and rental of such other property as will be

³*Ibid.*, p. 219.

⁴*Ibid.*, p. 225.

transferred to the University within two months. Also the rental of all houses or tenements now owned by the University.

I propose in addition to make him the agent of the Barry farm property one third of which comes to the University on the division of the ground of rental and sale. If the Trustees will appoint him their financial agent and fix the salary at \$2000 and have him give bonds for the faithful discharge of the trusts committed to him, making him responsible to the Board through the Treasurer they will confer a great favor upon me and enable me to settle up my accounts.

Very respectfully,

O. O. HOWARD

Member of the Board of Trustees⁵

THE TYPE OF MAN THE PRESIDENT OF HOWARD UNIVERSITY SHOULD BE

Office Superintendent of Indian Affairs,
Santa Fe, N. M., July 26th, 1872

Professor A. L. Barber

Dear Sir:

By the authority vested in me as President of the Howard University, I hereby confer upon you the office of Acting President of the University during my absence. You will be ex-officio chairman of the Standing Committees and have all the duties and responsibilities of the President of the University. You will please inform the several Deans of this appointment. I wish you to look into our financial condition and see how little we have to do with and help organize on the most economical basis.

Before the commencement of the next term I wish our Executive Committee uniting with Mr. Langston, Mr. Baker and Mr. Bowen or such committees as the Miner Board may select to examine into and reorganize completely the Normal Department. I would like to have Mr. Richards' suggestions well considered. But we *must* guard against too much increase of force.

The University has leaned upon the Bureau. It can of course do so no longer. Now my dear friend I have stood by you in past times. I rely upon you to be very thoughtful and judicious. Bear all things, hope all things, and ask God for help at every step. When I return I will back you strongly in what you undertake for the good of the University. Consult much with Dr. Rankin and General Whittlesey. They will aid you. General W. has borne this responsibility so often during my absence that I thought it best to ask this favor of you.

Had Dr. Palmer been a praying man I should have liked to try his hand, but I want some one to earnestly supplicate the throne of God daily and to take no important step without the sense of divine approval. My only fear of you, my friend, is 1st the danger of a want of steadiness of mind and heart under difficulties. But every day's experience makes a man easier in

⁵*Howard University Manuscript Records, 1869.*

the saddle. (2nd) The neglect to consider everything economically. This I know you will *now* do. With sincere confidence and affection I am

Yours truly

O. O. HOWARD

Pres. Howard University⁶

WILL NOT RETIRE FROM THE ARMY

Washington, D. C.

Nov. 11, 1872

Gen. W. T. Sherman

Dear General:

After much reflection and conversation with my near friends I have resolved to withdraw my application to be retired from the Army. Should the President promote me and then immediately retire me it would look as if it was simply a riddance and not a reward of service—"we will make you a Major-General if you will retire"—will be to most men particularly in the army, the actual interpretation of the President's action most kindly intended on his part. I relieve every embarrassment by withdrawing my application for retirement, put in under circumstances quite different from the present and when I realized less than since—my expedition to Arizona how thoroughly vigorous and capable of active duty I still am. You and the President know something of my service. Other Generals have been promoted who seem my juniors in valuation rank who had less or no larger command than I. This is explainable but my children will better understand a positive, unqualified recognition of service. A man must speak modestly of his own abilities and successes—you know them in my case during and since the war—but I do claim to have been loyal to President Grant in every thought of my heart and have thrown all my influence in his favor. If he deems it best to make another selection I would rather remain a Brigadier than be promoted upon condition of instant retirement or with that understanding. The thought of it hurts my military pride. If you will have the kindness to put this before the President before it is too late I shall be under renewed obligation.

Very truly and respectfully yours,

O. O. HOWARD

Bridg. Gen., U.S.A.⁷

Headquarters of the Army of United States
Washington, D. C., November 12, 1872

Howard, General, O. O.

Dear Howard:

I have received your note of yesterday, and have been over to the President, to whom I read your letter at length. I have therefore fully complied with your request, and must leave him to exercise his own office. I have always endeavored to befriend you all I could, and I hope to continue; but

⁶*Ibid.*, 1872.

⁷William T. Sherman, *Letter book* XXXIV, p. 4484.



*John Gordon, President,
1903-1906*



*Wilbur P. Thirkield, President,
1906-1912*



*Stephen M. Newman, President,
1912-1918*



J. Stanley Durkee, President, 1918-1926



Mordecai W. Johnson, President since 1926

A facsimile of an application in 1872 for a professorship in chemistry from
G. Stanley Hall

2 East 45th St. N.Y.
16th Mar 1872

Mrs. E. Whimsey.

Dear Sir.

Your note
was received two days ago. I regret
much to find that I had been
misinformed as to the prospective
vacancies in your professorial corps.
I have strong preferences for your
University on personal & other
grounds. This in fairness I ought
to mention. During my European
curriculum (2 years) I was enrolled
in the philosophical department & attended
lectures on history, philology & some of
the natural sciences, in accordance with
their sequence in the Hegelian encyclopedia
(which I am now editing). On the basis
of the usual College course in Chemistry

Mineral. (working myself in the
Laboratory with the preference), I
attended in Berlin one semester
of Hoffmann's lectures on theoretical
chemistry. & one of Du Bois Raymond
on organic chemistry. Now, after
thinking the matter over as carefully
as I could in so short a time. &
after consulting with my friends,
I have determined to apply for the
vacancy in the Howard U. provided
only that a decision may be definitely
made soon. In order that, at once,
after making a hasty return with
Prof. Liljeborn of Yale, I may
go back to Berlin for special
preparation until Sept, on such
leave time as might be granted me.
From the nature of the Department &
from the circle of my acquaintances I am
not now needy ^{with} references as substantiation

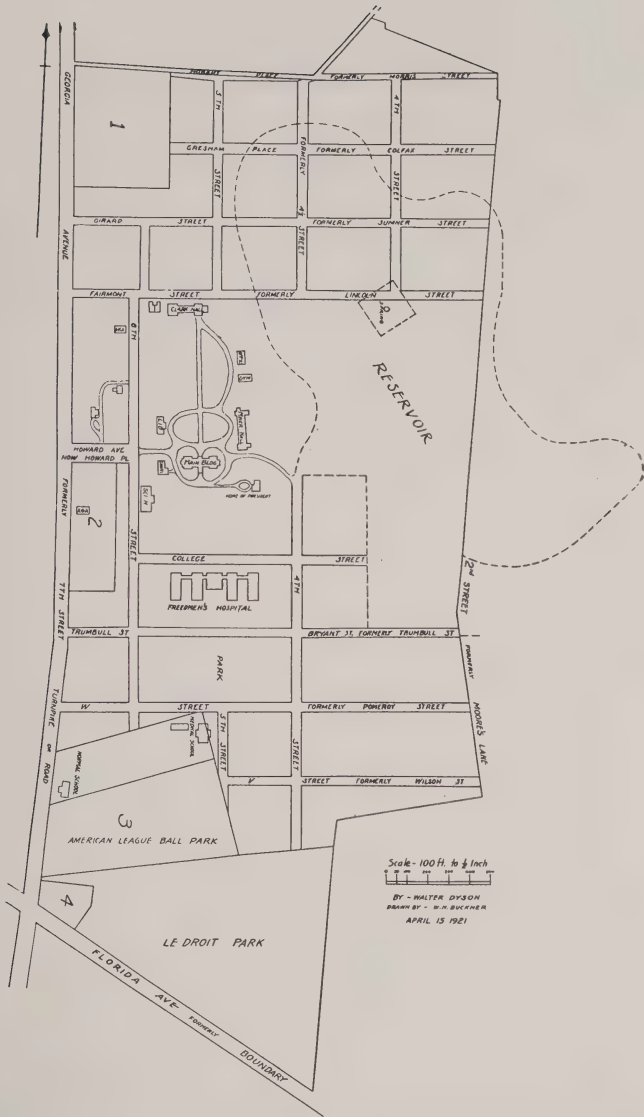
for this as for the other Department. Still I have not
arrived at the above decision without a careful
survey of the ground on which ^{the tendency of} competent advice;
never, I may add, without consulting my own tastes in
the lines of study. I should leave nothing in my power
and endeavor to build up the Department in a manner
worthy of the service of the ~~University~~ with its fair
prospects of the University.

Yours very respectfully

E Stanley Hall.

2 East 46th St.

N.Y.



MAP SHOWING BOUNDARY OF ORIGINAL PROPERTY OF HOWARD UNIVERSITY. (PLOTS 1, 2, 3, 4 EXCLUDED.)

18

at

By Dyson
WALTER
1940

I must preserve like relations to others, who have been constant in duty, at remote places where they had no means to plead their cause. I know that you regard your duties here of infinite importance to the Government but they were non-military, and for your own sake I wish you had taken command of a department two years ago, where according to the Army generally your promotion would have met universal favor. Now they would import it to personal presence and personal influence with the President. I believe with you, that you are physically qualified for high command as you were ten years ago, and will now most cordially recommend you for assignment to any post made vacant by the changes likely to result from General Meade's death, but it would hardly be fair for you to pick and choose.

I have not the remotest idea of the officer to be chosen by the President, but if his choice falls on you, I will cordially welcome you to the ranks you long since exercised in the actual war.

With great respect,

Your friend

(Sdg) W. T. SHERMAN⁸

AT GRANT'S SECOND INAUGURAL

Headquarters Army of the United States

Washington, D. C., March 1, 1873

Howard, General O. O.

Howard University

My dear Howard:

I have a letter from the Sergeant at Arms of the Senate about the inauguration ceremonies. You and I are the only ones in Washington entitled to a seat on the Floor by reasons of a vote of thanks by name. Sheridan telegraphs me he will come, and Hancock wrote doubtingly—but I have telegraphed this morning advising him to come. The Sergeant at Arms gives me authority to bring on the floor others who have received the compliment of a vote of thanks to the number of eight in all, and I offer you one aid, and will fix the same rate to each of the others.

I have one carriage and can take besides, one aid, two others, and we should assemble at my offices as early as ten A. M. Will you meet us, and shall we all go together? Please answer, that I may complete the assignment and give notice, so that when we reach the Senate Chamber, there will be no confusion.

This is the only part of the inauguration ceremonies except the ball in which I expect to share.

As ever your friend,

(Sgd) W. T. SHERMAN

General⁹

A SINCERE MAN

October 21, 1873—The reunion of the Army of the Tennessee at Toledo on the 15th and 16th passed off well. General Grant named me as one of

⁸W. T. Sherman, *Semi-Official Letters Sent*, I, pp. 220-221.

⁹W. T. Sherman *Letter-book*, I, pp. 264-265.

the gentlemen he wished to occupy the stand with him to review the two military companies and receive the ladies. He is more fleshy, his face red; no other indication of the use of liquor; and generous living and good health are probably chargeable with the rosy complexion. He is quiet and self-possessed as usual. Generals Sheridan and Custer both invited me to a tour of the plains with them next season at any time. General Sherman returned here with Buckland. We dined with him at General Buckland's on Friday. Today I went over to Toledo and General Howard returned with me,—the snow falling rapidly, wet and heavy as we entered the grove in the dark.

October 22 (1873)—Snow three or four inches deep. It clings to the leaves which are still abundant on the trees, and many trees, fruit and forest, are broken down. General Howard returned this evening. He strikes me as a sincere man. Rather too much profession, perhaps. He feels annoyed by the attacks on his integrity. But likes to talk of it.¹⁰

A SPEEDY TRIAL

Headquarters Army of the United States
Washington, D. C., January 26, 1878

Howard, General, O. O.

Portland, Oregon.

Dear General:

I have received from Mr. Rayner a letter which I think is in a kindly and respectful spirit to you, and as he says a copy of this letter will be sent you I need not duplicate.

In that letter he says he has no power to dismiss a suit begun, but he has power to compromise after as well as before judgement; that he will urge your "speedy trial," and will notify me when such trial may be expected.

Now when such notice is received, I will agree to submit the notice to the Secretary of War, and recommend that you be ordered here in person to defend your interests. This I think is fair and all you have reason to expect.

As ever your friend,
(Sgd) W. T. SHERMAN,
General¹¹

HOWARD UNIVERSITY NOT MENTIONED

Washington, D. C.
Dec. 7th, 1880

Dear General Sherman:

I had intended to say nothing and write nothing with regard to the subject of my assignment, but what you said yesterday has affected me very much, and I do feel as though you looked upon my service in the Freedmen's Bureau quite differently from what I do. In Johnson's Encyclopedia there is a succinct statement of a grand work which I planned and, by the aid of

¹⁰Charles Richard Williams, editor, *Diary and Letters of Rutherford B. Hayes*, Nineteenth President of the United States, in five volumes, The Ohio State Archaeological and Historical Society, 1924, 1865-1881, III, p. 250.

¹¹W. T. Sherman, *Letter-book*, January 1 to May 5, 1878, XLIX, p. 546.

officers of the army mainly, succeeded in accomplishing. The monuments of this work especially in the educational line, are evidenced in the permanent institutions of learning like those of Hampton, Atlanta, and Nashville, and, while men may accuse or defame me I am nevertheless happy and thankful in God that I had the opportunity to be associated and prominent in the permanent good. Now, I have made no interest to go to West Point. General Schofield was junior to me when I served with you in the West. He was made Secretary of War, and a Major General in the regular army before me. Genl. Hancock was junior to me in the Volunteer Service. My success, and record in history are certainly equal to his; he also was promoted to Major General in the regular service first.

I hardly think the fact that because Lincoln had left a request for me to be assigned to that Freedmen's Bureau Work, and, because after careful consideration I believed it my duty to accept it, that this has prejudiced me in your eyes, or depreciated your estimate of my military ability.

Now, I ask myself, why General Sherman prefers Generals Schofield and Getty to me for the Department of West Point which has been esteemed equal to a military division? I am a graduate of the Academy. I have its vital interests at heart probably more deeply than most men; I have a very thorough acquaintance with it having been an instructor for four years; and, it appears to me, I have given you an example of quite steadiness of administration accomplished by reformatory and upward tendencies.

I shall be contented with the President's decision and assignment whatever it be, but I wish to open my heart to you and to say that the motives that actuate me are rather the good work I hope to do in the few remaining years of my official life than the fears of strenuous opposition and political enemies.

With your friendship and official confidence, such as I have enjoyed in the past and under your command, I do believe that I could succeed in giving to our beloved institution a quiet and orderly administration and meet some of the features of the opposition in such a way at least as to remove the poison from their sword-points in attack.

With unchanging regard, I remain ever yours,

O. O. HOWARD
Brigadier-General
U. S. Army¹²

SOCIAL EQUALITY AT WEST POINT

Headquarters Army of the United States
Washington, D. C., December 7, 1880

Howard, General O. O.
Present Ebbitt House
Dear General:

I have your letter of this morning and assure you that if you are ordered to succeed General Schofield at West Point you shall have my earnest support though it will avail little when the pack is in full chase after you. The reasons of General Schofield's assignment were his special fitness, his war services, and the fact that as long as the Lieutenant General commands one of

¹²*Ibid.*, August 1 to December 10, 1880, LIII, pp. 6964-6967,

the Divisions of the Army, one of the Major Generals was, as it were, surplus. The reasons for his relief are his own application based on what he believes an act of injustice, a failure to support him in a silly clamor, in fact what he construes as a sympathy of the Executive with his traducers. I am embarrassed to find a suitable command for him, as when relieved he ought to have choice of Divisions according to his rank, or one must carve out a new Division for him. There is no such trouble with his six Brigadiers, because we have nine Departments and only six Brigadiers.

I had no knowledge of your coming to Washington till you were here; that, however, was not your fault, but General Drums; and he yesterday explained that he supposed he had told me of the President's message at the time it was sent. Neither the President or Secretary of War know how necessary the presence of a Department Commander is at his headquarters, as you and I do.

I am not going to discuss the Freedmen Bureau, its origin, work and death. All I know is that an officer's best work and best fame are in the strict line of his profession. And I know better than even you do, that the men who influenced you to embark in that office were the first to join in the hue and cry against you personally and officially, and you yourself complained to me that they had nearly ruined you, by lawyers' fees paid in the several suits with which I believed you were persecuted.

Now as to West Point, I admit all you say of your services and record as a soldier, and prize this well earned fame so highly that I hate to see you risk it again. When Schofield is relieved it will of course be attributed to his agency or alleged mistakes in the treatment of the boy Whitaker. That boy is convicted of having scratched his ears, feigned insensibility so as to be admitted to the hospital long enough to account for his deficiency at an approaching examination, and then joining in a general charge against his fellows as being his assailants. I watched the proceedings of the Court of Inquiry closely; saw the boy afterwards in the section room, and am convinced that the whole thing was of his own doing. He failed absolutely in his attempt to get into the hospital, and at the examination also failed. I don't know that there is any good reason, but I believe if you go to West Point, the inference will be that it has reference to this case, and to the race question. I am willing to go as far as the farthest in this question, but I do not believe West Point is the place to try the experiment of social equality. All else has long since been conceded. Social equality must be admitted in civil [affairs], in Congress, Cabinet, and Supreme Court before it is enforced at West Point. I believe the army and the Country construe you to be extreme on this question, and therefore I preferred General Getty as Superintendent, because I knew him to be fair, impartial and a good type of the American Soldier. I still adhere to that opinion, but repeat if the President or Secretary of War name you to command at West Point you shall have my earnest support.

As always your friend,
(Sgd) W. T. SHERMAN,
General¹³

¹³W. T. Sherman, *Semi-Official Letters Sent*, II, pp. 545-547.

A FRIEND'S ESTIMATE OF HOWARD

Headquarters Army of the United States
Washington, D. C., Dec. 30, 1880

Garfield, General J. A.
Manton, Ohio.

Dear General:

I do not want to add to your already heavy load of correspondence, but it occurs to me that you will have more time to read officious letters in January, than in any other of the many busy months before you, and therefore I ask you to park on this.

I received by due course of mail your letter of Dec. 4th and you may assure the Cleveland companies that at your inauguration they shall have the post of honor, near your person; and every respectable body of men which comes to Washington shall be assigned an appropriate place in the escort procession, of which public notice will be given in due time.

In as much as the newspapers have somewhat exaggerated my action in the matters of recent changes affecting the Army, I prefer that you should know my views from first hands. General Hazen, Miles and Howard were all ordered to Washington by the President, not through me, but through my subordinate, the Adjutant General, and I had no knowledge that General Howard had left his post at Vancouver, till he was in Washington. General Hazen had the promise of General Myer's vacancy which was all right, and Miles had a similar promise of promotion. This was only possible by creating a vacancy by retiring General McDowell or General Ord, or both. In as much as the President did not consult me, and as rumors were busy in reporting that General Ord was to be retired to make a place for Miles, I wrote the President a letter of which the enclosed is a copy. I entertain for General McDowell the same friendly feeling, which I know you do, but I then believed, and now believe it would have saved you in time the delicacy of McDowell's case which must arise in your administration for I have such faith in your sense of manly justice, that you cannot go on sparing General McDowell, to retire others equally or more meritorious to give places to the young vigorous colonels, who are moving heaven and earth to secure promotion among whom I will name Getty, MacKenzie, Hatch, Grierson, Merritt, Gibbon, Wilcox, etc. etc., who commanded Corps and Divisions in the war, and who properly claim recognition. My judgement was and is that the passing of McDowell to reach Ord, was a terrible discrimination, calculated to shake the faith of the Army in what is construed justice, without which no officer or soldier will strive for excellence, or be disposed to serve his country in distant stations with fidelity and zeal, preferring to seek promotion by intrigue and favor.

As to General Howard, I know him well in battle and in business. He is a brave man, and a conscientious one, but credulous, easily used and influenced. He served under me in the war to my entire satisfaction; and it was my fortune to sit in judgment on him in the Freedmen's Bureau case. I cannot divulge all that transpired in the closed session, but our court acquitted Howard properly and legally, for he himself, did nothing positively wrong, and

manifested due zeal in watching over others, but as a business man I have not the faith in him our President has. In that connection I enclose you a copy of a letter, I wrote to General Howard, himself, when here, and before he was ordered to West Point.

Now as to General Schofield, he is regarded, by his followers, as one of the best informed, most fair, impartial and just of men. I know of my own knowledge that he has labored hard to stop hazing at West Point; has protected the weak as against the strong, and saved many a young man from the consequences of youthful folly, and waywardness, among them the boy Whitaker, who had he been white would have been dismissed more than once. To thrust him aside, discredit him, and believe Whitaker in the face of such testimony is rough. We could not command an army, division, brigade, regiment or company, if we sustained the culprit, as against his commanding officer. Commanders of men often have to take action on the spot, there being no time for the slow process of trial, used in civil courts. Whitaker is to have a new trial, which may be right and politic, to which no military man will object, but the course of affairs has already punished General Schofield a man of approved fame, the first to volunteer in St. Louis in 1861, the son of a Minister, and a pronounced abolitionist before the Civil War. The newspapers have also convicted Lieut. Sears, the Recorder of the Court of Inquiry, because the records show him to have been appointed a cadet in 1863 "from the South." He also was the son of an Army Chaplain, and was Corporal of the 95th Ohio in the assault on Vicksburg, where he was wounded. Secretary Stanton concluded to fill the vacancies at West Point from our armies then in the South. To my Corps, 15th, was given three, and I personally selected them out of a hundred competitors in our ranks; and sent Sears to West Point, where he took a leading part, graduating 3rd in 1867. He is now an officer of singular strength and merit, and it does provoke me to hear men, who ought to know better, damn him because he was promoted from the South.

Please excuse me for writing this much, and I shall never trouble you again, simply saying that if your views and wishes as President reach me, I will be as loyal to you, as I honestly think I have been to the country in the past.

With great respect, etc.

(Sgd) W. T. SHERMAN¹⁴

¹⁴*Ibid.*, pp. 571-573.

XXXV. *Histories of Negro Colleges*

- Pushing Forward—A History of the college and case studies of some of its graduates* (Alcorn A. & M. College, Alcorn, Miss.), by W. Milan Davis, Okolona Industrial School, Okolona, Miss., 1938, pp. 132.
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- Gilbert Academy and Agricultural College, Winsted, Louisiana, Sketches and Incidents*, by William D. Godman. New York, printed by Hunt and Eaton, 1893, pp. 307.
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- The History of Lincoln University*, by W. Sherman Savage. The New Day Press Printers, Jefferson City, Missouri, 1939, pp. 302.
- A Historical Sketch of Lincoln University*, Oxford, Pennsylvania, by John B. Rendall, M.D., Wood Ptg. Co., Philadelphia, Pennsylvania, 1904, pp. 157.
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- Talladega College, Talladega, Alabama*, by the American Missionary Association, New York, 1907, pp. 18.
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- Tuskegee: Its Story and Its Work*, by Max Bennett Thrasher, With an Introduction by Booker T. Washington. Boston, Small, Maynard and Co., 1900, pp. 215.

- A History of the Virginia State College for Negroes* (a Master's thesis at the University of Michigan), by Richard L. Jeffreys, c1940, pp. 280.
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- A History and An Interpretation of Wilberforce University*, by F. A. McGinnis. Wilberforce, Ohio, 1941, pp. 250.
- The Sons of Allen, Together with a sketch of the Rise and Progress of Wilberforce University*, Aldine Press, Wilberforce, Ohio, 1906, pp. 286.

XXXVI. *Bibliography*

The first document of the bibliography calls attention to the incompleteness of the records of Howard University. It is a letter of April 25, 1874, from the secretary-treasurer of Howard University to the executive committee of the University:

I wish to report the condition of the papers in the Secretaries office.

At the time of my election to the office to succeed Prof. Barber, the papers and records that had been accumulated were in his office in the city and the most of the papers for "file" for two years were not arranged and the "Record Book" was not written up to the date nor indexed.

I have given all my spare time to arranging and indexing the "files" and have indexed the "Record Book."

The manner in which the files have been kept in packages is not a safe one and there are some papers missing. I have arranged them all in securely fastened "file holders" and each holder is so marked that with the "Index Book of Files" any paper in the Secretary's office can be found in a few moments.

I make this statement to place upon the records an explanation of the reason why the files do not appear to be complete.

The next document of the bibliography calls attention to the high sounding phrases in many of the University sources. It is a letter of December 8, 1868, from M. B. Goodwin of the Federal Department of Education to the secretary of Howard University:

I desire the dates of the preliminary meetings which resulted in the organization of "The Howard University." I am making a brief history of the Institution for a report to Congress. Please refer to your Records as Secretary and give me when, where and by whom the preliminary business was done. You understand what I need. I wish a brief but precise statement of facts and figures from your books. Dr. Sunderland's Report unfortunately for my case deals mostly in sounding sentences and few dates.

To secure the data he wished, the Commissioner of Education was compelled at last to send a special investigator to the University. The result of this special investigation of the records of the University appeared in 1871 in a *Special Report of the Commissioner of Education*. . . .

DOCUMENTS OF THE FEDERAL GOVERNMENT WHICH REFER TO
HOWARD UNIVERSITY

The annual appropriations for the University are included today in the Interior Department Bill. From, and including, the fiscal year 1880 to, and including, the fiscal year 1922, the appropriations for the University were included in the Sundry Civil Bill. In addition to these annual appropriations the following *Acts* of Congress refer to Howard University:

Act of March 2, 1867 (14 Stat. 438-439). Incorporating the Howard University.

Act of June 16, 1882 (22 Stat. 104, c. 222). Acceptance of certain land granted by the University for a public park; University property made exempt from taxation.

Joint resolution of August 28, 1890 (26 Stat. 678, No. 40). Librarian of Congress, and librarians of the Senate and House and Department of Justice, to deliver duplicate copies of law books not needed to Dean of law department.

Acts of March 3, 1891 (26 Stat. 973), August 5, 1892 (Stat. 372), and March 3, 1893 (27 Stat. 596). Officers of the University to report annually to the Secretary of the Interior as to expenditures of annual appropriations.

Act of August 5, 1892 (27 Stat. 3720). Secretary of Interior to make detailed estimates for the University.

Act of July 1, 1898 (30 Stat. 624). President and directors to report to the Secretary of the Interior on July 1, annually, showing number of pupils, branches of instructions and finances.

Act of March 3, 1899 (30 Stat. 1101). Appropriations not to be used for theological or religious instructions; Secretary of the Interior to control and supervise expenditures.

Act of March 3, 1903 (32 Stat. 1113). Trustees to supply medical and surgical service without cost to United States or District of Columbia.

Act of April 28, 1904 (33 Stat. 488). Certain land retroceded to the University.

Act of April 28, 1904 (33 U. S. Statutes 488). Freedman's Hospital Site.

Act of March 2, 1867 (14 U. S. Statutes 438). Concerning Charter.

Act of February 1, 1907 (34 Stat. 869). Refund of \$613.14 taxes illegally collected.

Act of June 26, 1912 (37 Stat. 155). Installation of water meters.

Act of August 24, 1912 (37 Stat. 462). University authorized to construct conduit under W St. for power purposes.

Act of January 24, 1923 (42 Stat. 1176). Purchase of supplies or services in open market authorized up to \$50.

Act of June 5, 1924 (43 Stat. 392). Purchase of supplies or services in open market authorized up to \$100.

Act of June 7, 1924 (43 Stat. 632, c. 323). Provision for athletic field and gymnasium.

Acts of March 3, 1925 (43 Stat. 1143), May 10, 1926 (44 Stat. 455), and January 12, 1927 (44 Stat. 936). Same as act of June 5, 1924 above.

Act of January 14, 1927 (44 Stat. 974, c. 32). Amendment of act of June 7, 1924, above.

Act of December 13, 1928 (45 Stat. 1021, c. 26). Amendment of act of March 2, 1867, above.

Act of February 28, 1931 (46 Stat. 1455, c. 332). Transfer to Trustees of title to certain land.

Act of June 15, 1866, Section 2 (14 Stat. 65-66). Concerning power of Freedmen's Bureau.

Act of July 16, 1866, Section 2, 12, 13 (14 Stat. 174-176). Concerning leases for Freedmen's Bureau.

Act of July 6 or 16, 1868, Section 3 (15 Stat. 83). Concerning unexpended balances.

Act of March 2, 1867. Army Appropriation Bill.

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House Report No. 1445, 69th Congress, 1st session, June 10, 1926. "Consideration of H. R. 8466, to amend the Act Incorporating Howard University." *House Reports*, Vol. c, Serial No. 8537.

"Report of the Committee on Education and Labor," 53rd Congress, 2nd session, Senate Report No. 304. Washington, Government Printing Office, 1894.

"Charges against Gen. O. O. Howard, July 13, 1870," 41st Congress, 2nd session, House Report No. 121, Serial No. 1438.

"The Official Proceedings of Congress, Wednesday, Jan. 20, 1864," *The Congressional Globe*, 38th Congress, 1st session, Vol. XXXIV, Part I, p. 257.

Congressional Report, House Committee on Extension of Barry Place, N. W., Government Printing Office, Washington, D. C., 1912.

Statement of Br. Maj. Gen. O. O. Howard Before the Committee on Education and Labor. Pamphlet, Bradstreet Press, New York, 1870.

Special Orders No. 61, April 23, 1867; Special Orders No. 36, March 12, 1869; Special Orders No. 57, April 15, 1867; Special Orders No. 185, Dec. 13, 1867. Major Gen. O. O. Howard, Bureau of Refugees, Freedmen and Abandoned Lands, Washington, D. C. Published in House Report No. 121, 41st Congress, 2nd session July 13, 1870, pp. 269, 272, 274, 345, 519. These Orders Deal With the Transfer of Money to Howard University.

Speech of Hon. George F. Hoar of Mass. In House of Rep. on "Education," June 6, 1870, *Congressional Globe* (Appendix), 1869-70. 41st Congress, 2nd session, pp. 478-485.

"Emancipation in District of Columbia," 38th Congress, 1st session, 1863-64. House of Rep. Ex. Doc. No. 42. Serial No. 1189, Feb. 17, 1864, pp. 48-49.

Senate Report No. 1002, Serial No. 2273, Jan. 16, 1885, 48th Congress, 2nd session, Concerning the extent of the Act for Relief of Taxation.

Senate Bill No. 529, 39th Congress, 2nd session, Jan. 23, 1867, Concerning the First Draft of the Charter of Howard University.

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Report to Congress on a program of development of Howard University from 1931-32 to 1940-41. Prepared by Walton C. John, Department of College and Professional Schools, office of Dept. of Education, U. S. Dept. of Int., Washington, D. C., 1931 and 1932.

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Senate Bill No. 1941, 48th Congress, 1st Session, March 20, 1884. *Congressional Record*, p. 2276. Mr. McMillan introduced this Bill declaratory of section 3 of the Act of June 16, 1882.

Senate Bill No. 654, 49th Congress, 1st Session, Dec. 17, 1885. *Congressional Record*, p. 242. Mr. Pike introduced this bill declaratory of the meaning of section 3 of the Act of June 16, 1882.

Senate Bill No. 654, 49th Congress, 1st Session, June 11, 1886. *Congressional Record*, p. 5566. This Bill was referred to the Judiciary Committee.

House Bill No. 279, 70th Congress, 1st Session, Dec. 5, 1927, Feb. 8, 1928. To amend section 8 of an act entitled "An Act to Incorporate Howard University in D. C."

House *Report* No. 606 (to accompany H. R. 279), 70th Congress, 1st Session, Feb. 8, 1928. Recommends passage of Bill No. 279.

House *Bill* No. 393, 69th Congress, 1st Session, Dec. 7, 1925. To amend section 8 of an act entitled "An Act to Incorporate the Howard University in the D. C."

House *Bill* 8466, 69th Congress, 1st Session, Jan. 27, 1926. To amend section 8 of an act entitled "An Act to Incorporate the Howard University in the D. C."

House *Report* No. 163 (to accompany H. R. 8466), 69th Congress, 1st Session, Jan. 29, 1926. Recommends passage of bill 8466.

House Minority Report No. 163, Pt. II (To accompany H. R. 8466), 69th Congress, 1st Session, Feb. 16, 1926. "History of Appropriations to Howard University."

House Bill No. 10604, 69th Congress, 2nd Session, Dec. 10, 1924. To amend section 8 of an act entitled "An Act to Incorporate the Howard University in the D. C."

House *Report* No. 1258 (To accompany H. R. 10604), 69th Congress, 2nd Session, Jan. 20th, 1925. Recommends passage of Bill No. 10604.

House Minority *Report* No. 1258, Pt. II (To accompany H. R. 10604), 69th Congress, 2nd Session, Jan. 21, 1925. "History of Appropriations to Howard University."

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DOCUMENTS OF THE DISTRICT OF COLUMBIA WHICH REFER TO HOWARD UNIVERSITY

I. *Records* in the office of District Surveyor, Washington, D. C.

B. Carpenter, Plate 1881, No. 1, No. 2.

Atlas of Washington, D. C., G. M. Hopkins, C. E., 1887

Liber Governor Shepherd No. 1, Folio 15.

II. *Records* in office of Recorder of Deeds

Liber D/9		Folio 366
Liber E. C. E.	5	Folio 437
Liber E. C. E.	30	Folio 433
Liber	621	Folio 57
Liber	805	Folio 166
Liber	801	Folio 277
Liber R. M. H.	21	Folio 30
Liber E. C. E.	25	Folio 429
Liber D.	7	Folio 54
Liber E. C. E.	22	Folio 377

Liber	603	Folio 303
Liber	560	Folio 447
Liber E. C. E.	10	Folio 460

- III. *The Washington and Georgetown Directory* for 1866, 1867, 1868, 1869, 1870. "Concerning the change in the system of numbering the houses in Washington."
- IV. *Records* of the United Court of Appeals for D. C., No. 6311. Argued April 1, 1935. Decided July 29, 1935. "Howard University is a private institution."

CHURCH DOCUMENTS WHICH REFER TO HOWARD UNIVERSITY

Certain documents of the First Congregational Church of Washington, D. C., which belong to the period from 1866 to 1870 are among the records of the University: the address of O. O. Howard at the laying of the corner stone of the First Congregational Church of Washington, D. C., October 4, 1866; the list of articles deposited in the corner stone; a resolution of the Church admitting colored members voted November 25, 1867; a statement of the reasons and facts for the establishment of the Church, the By-Laws of the First Congregational Society of Washington, D. C.; charges and specifications touching C. B. Boynton; a request of the Committee of the Church on October 24, 1868, for an exparte council to try C. B. Boynton; a sermon by C. B. Boynton, upon the subject: "A duty which the colored people owe to themselves" delivered November 17, 1867, at Metzert Hall, Washington, D. C.; articles of faith of the First Congregational Church of Washington, D. C.; covenant on the part of the candidates; covenant on the part of the Church; the true position of the First Congregational Church on the question of Negro members; the proceedings of the Ex Parte Council held by the First Congregational Church, Washington, D. C., November 18th to 20th, 1868, and a Thanksgiving sermon by C. B. Boynton, Chaplain of the House of Representatives and Pastor of the First Congregational Church, delivered November 29, 1866.

The *Records* of the Presbytery of Washington, D. C., from 1875 to 1885 which may be found in the possession of the Secretary of the board, Washington, D. C., show the financial support given the Theological Department of the University during those years by that denomination.

The *Minutes* of the Lincoln Temple Memorial Congrega-

tional Church of Washington, D. C., which may be found in the possession of the Clerk of the Church, Washington, D. C., show the vital connection which has existed between Howard University and that Church.

The *Annual Reports*, of the American Missionary Association from 1847 to 1932, which may be seen in the Library of their office in New York, often refer to Howard University.

From 1890-1906 the Episcopal Church maintained a Theological School on the campus of Howard University. The record of this relationship may be seen in the possession of the Clerk of the Church.

UNIVERSITY DOCUMENTS

With few exceptions the University has issued annually a general catalogue beginning in 1867. Prior to 1878, the catalogue appeared irregularly. Since that date, two or three issues only have been omitted. The first catalogue was published in the fall of 1867. It is a report of the work of the Normal and Preparatory Department since May 1st, 1867. This was the only department open at that time. Other catalogues appeared: 1868-1869, 1869-1870, 1871-1872, 1873-1874 and for the two-year period 1876-1878. From 1878-1935 the issues appeared regularly except for the years 1885-1886 and 1932-1933.

From time to time during the period from 1870-1908, the School of Medicine and the School of Law, each issued a separate annual catalogue. The issues of the School of Medicine are available except for 1874-1875, 1880-1881, 1886-1887, 1890-1891, 1891-1892, 1892-1893, 1896-1897, 1897-1898. The issues of the School of Law are available for 1870-1871, 1892-1893, 1895-1896, 1896-1897.

Reports of the presidents and *Reports* of the secretary-treasurers of the University have been published annually since 1868. Prior to 1891 seven *Reports* were published. In 1891 the Federal Government, for the first time, requested the University to present an annual report of the activities of the University. The Report for 1891 was sent by the secretary-treasurer of the University and was wholly financial in character. In 1892 the president of the University sent the *Report* and, in addition to financial items, included other items. This cus-

tom continued until 1918, when the secretary-treasurer again began to send an annual report also. For three years from 1930 to 1933, the two *Reports* from the University were incorporated by the Office of Education in its *Annual Report* to Congress.

Since 1890 the administrative officers of the University have been invited to appear before the Sub-committee of the Appropriations Committee of the House of Representatives to present in person the financial needs of the University. These *Hearings* have been printed since 1890, and are known as *Hearings before Sub-Committee of House Committee on Appropriations*. . . .

During the 80's the R. Hoe and Company of New York presented to the University the equipment for a printing press. From the opening of this Printing Shop on the campus to 1931 when it was closed, many publications appeared. About 1883, a paper known as *The Howard University Reporter* made its first appearance. In 1894 *The Howard Standard* was published. About 1907, the University began the publication of the *Howard University Record* which ran until 1922. It reappeared in 1927 and continued until 1929. In 1921 the *Howard University Alumnus* was first issued and continued until about 1926. About that time it became known as the *Alumni Sentinel* and a year or two later, about 1928, as the *Alumni Journal*. This *Alumni Journal* was discontinued about 1931. That year the printing press was closed. Since 1921, the University has issued the *Howard University Bulletin*. Under this title the catalogues are issued.

In 1921 the *Howard University Studies in History* appeared and continued publication until 1931. About 1923, the *Howard Review* began its career of two or three years. The School of Religion has issued the *School of Religion News* from time to time since 1926, and since 1934 the *Journal of Negro Education* has been published by the University.

In 1892 the students of the University led by a Mr. Mitchell of the Junior Class obtained permission to publish a student paper. No issue of this publication has been located unless it is the *University Journal*, a copy of which, dated 1896, is in the possession of D. O. W. Holmes. For many years the students of the Academy issued the *Herald* (1912-1917); the students

of the Commercial College issued the *Outlook* (1913-1930). *The Howard University Journal*, a student publication, first appeared about 1903 and continued until 1923. The *Hilltop* appeared 1923.

Other student publications are as follows:

<i>Nike</i>	1914
<i>The Mirror</i>	1915
<i>Stylus</i>	1916-
<i>Lipoquem</i>	1916
<i>College Annual</i>	1916
<i>Memoirs</i>	1918
<i>Enopron</i>	1920
<i>Initium</i>	1922
<i>The Bison</i>	1922-1933
<i>The Howard Medical News</i> ..	1924-

These publications are valuable sources of information.

In addition to these printed documents, many manuscripts may be found in various buildings about the University. These include the *Reports* of the deans, the *Minutes* of the various faculties of the University, the *Minutes* of the Board of Trustees, the *Reports* of various special committees, and letters, official and private, etc.

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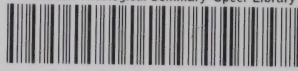
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